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ABSTRACT

Five seventh grade and four sixth grade social studies textbooks most commonly used in Michigan public schools were examined (1) to determine the extent to which these textbooks reflected the pluralistic nature of the global society, past and present, and (2) to ascertain the quality of scholarship, educational soundness, and readability levels. The major findings were: (1) The textbooks tended to be primarily geography textbooks; (2) The quality and design of the textbooks were good and many supplementary activities to encourage greater student involvement in learning were included; (3) Many interesting readings and special skill development activities were inserted in the textbooks to accompany the printed subject matter; (4) There were many attempts to encourage students to think and to work in groups; (5) Most textbooks placed too much emphasis on presenting factual information to be memorized; (6) It appeared that reputable scholars in specific regional areas were not used as writers/consultants; (7) The regional areas were somewhat inadequately presented; (8) The diversity of peoples within the regional areas was sometimes weakly presented; (9) Controversial issues were either avoided or presented in a rather antiseptic manner; and (1) The interests, capabilities, and needs of seventh graders were not considered enough in the development of the textbooks for that grade. The document includes a summary of recommendations for action, a list of the books reviewed, a list of the reviewers, and the evaluative criteria checklists used by the reviewers. (JB)

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ED315363

Michigan Social Studies Textbook Study (1988):

A Review and Evaluation of Selected Middle School Textbooks (Grades 6-7)

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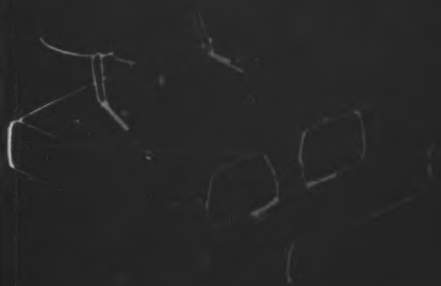

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MICHIGAN SOCIAL STUDIES TEXTBOOK STUDY (1988):

A REVIEW AND EVALUATION OF SELECTED MIDDLE SCHOOL TEXTBOOKS (GRADES 5-7)

MICHIGAN STATE BOARD OF EDUCATION
July, 1989

ABSTRACT

Five seventh grade and four sixth grade social studies textbooks most commonly used in Michigan public schools were examined (a) to determine the extent to which these textbooks reflected the pluralistic nature of our global society, past and present, and (b) to ascertain the quality of scholarship, educational soundness, and readability levels.

One of the reviewers examined the textbooks for educational soundness and readability; the remainder of the reviewers focused on scholarship and whether or not the textbooks accurately and positively portrayed areas of the world such as Africa, Asia, the Middle East, Latin America, and Canada. All ratings were completed according to criteria developed and/or approved by the Michigan Department of Education. Reviewers completed criteria checklists for each textbook reviewed and prepared narrative reports summarizing their findings and recommendations.

This report focuses on the study of five seventh grade and five sixth grade and three fifth grade social studies textbooks.

The major findings are:

A. The textbooks tended to be primarily geography textbooks. In some instances, an interdisciplinary approach was used in the presentation of the various regional areas.

B. The textbooks were attractively bound with many supplementary activities to encourage greater student involvement in learning. The photographs, charts, graphs, and maps of high quality were appropriately selected and presented interestingly. The print and layout of the textbooks tended to be well-thought out.

C. Many interesting readings and special skill development activities were inserted in the textbooks to accompany the printed subject matter. In most cases these insertions were directly connected with the content of the textbooks.

D. There were many attempts, some more successful than others, encouraging students to think and to work in groups through suggested questions and activities.

E. Some publishers of textbooks are still primarily interested in presenting factual information -- sometimes insignificant, trivial, and outdated -- and having students memorize them. Often, the textbooks tended to include too many topics and/or regional areas; in so doing, the coverage is sometimes over-simplified and superficially presented.

F. Many of the reviewers commented that it appeared reputable scholars in specific regional areas were not used as writers/consultants in the writing of the textbooks. Some reviewers suggested that the use of reputable scholars would be helpful in eliminating factual and statistical errors and aid in identifying significant concepts.

G. According to some reviewers, even though the treatment of various regional areas have shown improvement, the regional areas are still somewhat inadequately presented -- qualitatively and/or quantitatively. It does not appear to some reviewers that a just, fair, and balanced treatment of the different regional areas was presented.

H. In some cases, the reviewers noted that the diversity of peoples within the regional areas is weakly presented.

I. Most reviewers stated that controversial issues are either avoided or presented in a rather antiseptic manner. Complex issues and disturbing problems are sometimes given simplistic and misleading answers which may lead students to develop misconceptions, biases, and stereotypes about people.

J. According to some reviewers, the nature of seventh grade students -- their interests, capabilities, and needs -- were not considered as much as they ought to have been in the development of the textbooks. Some reviewers suggested that the style of writing needs to be more appealing for seventh graders.

FOREWORD

The Michigan State Board of Education is responsible for periodically determining the degree to which social studies textbooks used in Michigan schools accurately and positively portray the roles of men and women in our pluralistic society. This report, Michigan Social Studies Textbook Study (1988): A Review and Evaluation of Selected Middle School Textbooks (Grades 5-7), includes a description of one of the periodic studies which was conducted in compliance with the law.

The report includes an Introduction and Description of the Study, Reviewers' Reports, and a Summary of Findings and Recommendations. Criteria Checklists completed by the reviewers for each textbook reviewed have been compiled and will be distributed to the publishers whose textbooks were reviewed.

I wish to express my thanks to the publishers whose textbooks were reviewed for their cooperation and support for the project. It is well to remember that providing textbooks which satisfy the many divergent and extensive points of view in a pluralistic society which values local autonomy is not an easy task.

It is appropriate also to acknowledge my appreciation to local districts for their willing assistance, Dr. Grace Kachaturoff for the excellent job she did in preparing the final complete report, and all of the educators who gave of their time and expertise in this endeavor.

July 1989

Donald L. Bemis
Superintendent of Public Instruction

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INTRODUCTION AND DESCRIPTION OF 1988 STUDY: A REVIEW AND EVALUATION OF SELECTED MIDDLE SCHOOL TEXTBOOKS (GRADES 5-7)

The Social Studies Textbook Act

The study of frequently used fifth, sixth and seventh grade social studies textbooks was conducted in accordance with Section 1173 of the Michigan School Code.

> 380.1173 Social Studies; selection and survey of instructional materials.
>
> Sec. 1173. (1) The appropriate authorities of a public school of the state shall give special attention and consideration to the degree to which instructional materials that reflect our society, either past or present, including social studies textbooks, reflect the pluralistic, multiracial, and multiethnic nature of our society, past and present. The authorities, consistent with acceptable academic standards and with due consideration for the required ingredients of acceptable instructional materials, shall select instructional materials which accurately and positively portray the varied roles of men and women in our pluralistic society. (2) The State Board shall make a biennial random survey of instructional materials in use in this state to determine the progress made in the attainment of these objectives.

The major focus of this study has been to examine five seventh grade and five sixth grade and three fifth social studies textbooks commonly used in Michigan public schools. Since the 1976 enactment of the Textbook Act, the scope of the reviews has constantly increased to include many categories which were not originally included such as the various regional areas of the globe.

Selecting Seventh Grade Social Studies Textbooks for Review

A survey was conducted to ascertain which seventh grade social studies textbooks were commonly used in Michigar schools. A stratified random sample of 120 of the approximately 580 school districts in Michigan was conducted to reflect various geographic areas as well as community types (urban, rural, and suburban). The sample contained twenty school districts with student enrollment over 10,000, fifty school districts with populations between 2,500 and 9,999, and sixty school districts with populations of less than 2,499. Questionnaires containing space for the respondents to identify the title, publisher, and copyright dates of textbooks currently in use were prepared and mailed

to building principals or persons responsible for social studies in the schools.

Of the initial 120 surveys mailed out, 98 were returned. The remaining 22 schools of the original sample were approached by telephone to obtain the needed data.

From these 120 responses, interesting details emerged. First, fifty different titles were listed in the total tally. Second, nineteen different publishers were represented in those fifty titles. Third, the copyright dates for the textbooks range from 1969 to 1988, a span of almost twenty years!

Silver Burdett and Ginn represented the largest percentage of any one company. They were followed by Allyn and Bacon, Inc.; Scott Foresman Company; Merrill Publishing Company; and Globe Book Company.

An earlier survey was conducted to determine which fifth and sixth grade social studies textbooks were frequently used in Michigan. Three fifth grade and five sixth grade level textbooks used interchangeably at the fifth, sixth and seventh grade level focused on the western hemisphere. Reviewer #6 (Canada) reviewed seven fifth and sixth grade books and two seventh grade books which focused to a large extent on Canada and the results are presented in this report.

Reviewers

Twelve reviewers were selected who were professionals with specialized knowledge, expertise, and interest in the academic area of investigation. Some of the reviewers were professors and/or Out-Reach Activities Directors at International Area Studies Centers located on university campuses.

The names of the reviewers, their area of expertise, and their positions appear in the Appendices.

Criteria and Review Process

The Department of Education, in its 1978 Textbook Study, had developed criteria for evaluating textbooks to determine the degree to which they accurately and fairly portrayed people from other areas of the world. Criteria had also been developed to help the reviewers examine the textbooks for educational soundness and readability.

The Review Process and Reporting

The reviewers participated in a single workshop session to discuss the purpose of the textbook study, the schedule for completion of work, criteria and rating scales, and general procedures involved in the review process. (Excluding the Japanese reviewers).

Each reviewer was asked to complete a criteria checklist, to prepare a narrative report for each textbook reviewed and to rate each book using a numerical score (see Summary of Recommendations for Action on pages 79 and 81).

The editor then wrote Comprehensive Summaries of Findings and Recommendations, taking into account what reviewers had stated in their ratings and narrative reports. The narrative reports of all the reviewers and the summary report written by the editor are included in this comprehensive report.

Dissemination

The report will be considered by the Michigan State Board of Education. The publishers of the textbooks reviewed will receive copies of the report and a supplementary volume of reviewers' ratings of each textbook. Each publisher whose materials were reviewed will receive only those completed criteria checklists for the textbooks published by his/her company. Michigan Social Studies Textbook Study (1988): A Review and Evaluation of Selected Middle School Textbooks (Grades 5-7) will be available to all publishers who sell instructional materials in Michigan even though their textbooks were not reviewed.

The Social Studies Specialist from the Department of Education will arrange a meeting for representatives of publishers to discuss the findings and recommendations of this study.

Copies of this textbook study will be sent to superintendents of all public school districts in Michigan as well as to the chief school officers of all private schools in the state.

The report of this study will, as well, be sent to all state education agencies in states other than Michigan, to appropriate professional organizations, and to the Educational Resources Information Center (ERIC).

Reviewer #1

EDUCATIONAL SOUNDNESS/READABILITY

Textbook publishers and authors have made many improvements and changes in textbooks during recent decades --improvements and changes which do reflect concern for educational soundness, quality scholarship, and presentation of people without bias or stereotypical descriptions. Textbooks today are very different; definitely better, than textbooks which were published in the first half of the century.

Of course, textbooks do perform an important function in our classrooms. The teacher's role as the professional delegated with the responsibility for implementing curriculum in the classroom is shared with countless textbooks. Good textbooks provide teachers with content information in a sequentially organized and scholarly pattern. Textbooks offer approaches for the development of facts, concepts, and generalizations and provide teachers with many ideas for activities and projects for the development of knowledge, skills and values. Teachers and textbooks are both highly visible, therefore, open to accolades and to criticism from students, parents, and citizens. Textbooks are visible; however in some cases, not always visionary in terms of the demands of a curriculum for today's world.

No doubt, textbooks are improving. Some of the changes, however, have come about because particular citizens and groups demanded that their point of view be written in social studies textbooks. Sometimes these demands have changed and slanted the accuracy of information to satify particular political and social interests. Therefore, educators have to reaffirm their joint responsibility with textbook publishers and authors for developing and evaluating textbooks and other instructional materials used in the classroom for quality scholarship and educational soundness. Especially, textbooks should focus on a philosophical basis consistent with sound social studies goals and basic American democratic values emphasizing the worth and dignity of humankind, the cultural diversity of our global community, and the just, fair, and balanced treatment of all peoples and all cultural groups.

Effective curricular programs in the social studies should be organized around significant facts, concepts, and generalizations. This is not a simple goal to achieve. In the textbooks reviewed for this study, by and large, students are still required to memorize facts and generalizations in an unreflective manner. Generally, students are not helped consistently in investigating crucial problems and issues such as: How can all people residing on this globe be

provided with food? How can we protect the environment for future generations? What do we do with industrial toxic waste? How do we prevent the shortage of water? These are important social, political, and economic questions and issues. To accomplish this, of course, the textbook can only be one resource. Other resouces -- instructional materials, case studies, books, magazines, and speakers -- would be required as well as a teacher who is adequately prepared professionally and academically. Students need to understand the seriousness of the problems that confront humankind and want to do something about them. It appears that in most of the textbooks reviewed descriptive regional geography and a general world survey approach are still the major emphases.

Geographical facts, concepts, and generalizations were usually presented in a manner which appeared to neglect the other social sciences. The curriculum designer should use all the social science disciplines from which to draw concepts and generalizations as needed to meet the goals and objectives which lead to an understanding of people in today's world. Physical geography is important; however, cultural geography and other social sciences are of equal importance. The ideas, values, and perceptions of humankind should be considered as they relate to the geographical environment.

Geographical facts, not higher level learning, are emphasized in most of the textbooks reviewed. This is probably inevitable since there is so much information in the discipline of geography. Geographical data are more useful if they are structured around important and significant generalizations. Certainly spatial analysis, as well as regional and topical studies, should be an integral part of a social studies program at the seventh grade. The intent of these textbooks should be to help students understand and appreciate their planet Earth, the differences and commonalities of human habitats and cultures, and the interaction of humankind with the natural and cultural environments.

It does not appear that the questions which follow have been dealt with in the development of the textbooks. First, what are the needs and interests of seventh grade students relative to the content of the textbook? The textbooks, no doubt, are exciting to students who are highly motivated learners; but the majority of students are not. More imaginative and creative approaches to elicit excitement and enthusiasm for learning should be highly evident in the textbooks if they are to support effective learning experiences. Secondly, what can the content matter contribute to the education of seventh grade students, many of whom are not going to be specialists in social science and/or geography? Again, there does not appear to be any distinction made or any attempt to select those concepts and

generalizations which are important for citizens in our society to know in making decisions relative to cruicial social issues and problems. Lastly, which goals and objectives are realistically attainable for students at the seventh grade level? It seems that some of the objectives are feasible for seventh graders and others are almost impossible for them to attain.

Most of the textbooks reviewed appear to be "geography textbooks" except for Silver Burdett & Ginn's The Eastern Hemisphere: Yesterday and Today. This textbook appears to have a focus on people as people. Nevertheless, the teacher really needs to have more information, particularly about non-western societies to help students realize that human beings like themselves live on this planet.

It appears that every textbook reviewed was first and foremost concerned about "coverage" of every geographical concept and region of the world whether it had been presented before in the curricular sequence or whether the students at this level were able to understand. There did not appear to be any attention directed to the sequence of learning. Every country is surveyed with the same procedures, rather superficially since the number of pages in the textbook are limited. There was no real attempt to focus on fewer topics and treat them more in depth. It appears that the publishers of the textbooks reviewed are hesitant about excluding any geographical concept; some, obviously, would be of greater usefulness to seventh graders than others. Some of the geographic concepts could have been introduced and developed at an earlier grade, and others could be introduced and developed after the seventh grade.

World Geography
Allyn and Bacon, Inc. 1986

The Allyn and Bacon textbook, World Geography by Herbert H. Gross, is organized in an interesting way. The atlas is in the front of the book. The publisher could have experimented with organization by then following the atlas with "People and Their Regional Environments" and using Part One to better understand people in this world. As stated by Natoli and Gritzner in Strenghening Geography in the Social Studies (Bulletin No. 81 -- The National Council for the Socal Studies), the goal of geography is to present information about our planet, and "to use that knowledge for personal enlightenment and development, and to apply it in making important personal decisions and in participating intelligently in societal decision making that affects our lives." In a statement to the student, the author restates this goal for World Geography. Knowledge is presented to the students; more than half of the book provides geographical knowledge. It is not until the latter part of the book that

people become the focus. If people are the focus, then the geographical knowledge, as stated by Natoli and Gritzner, becomes more meaningful to students who can then integrate that knowledge and develop a better understanding of global interaction and interdependence.

There is an attempt to introduce each lesson within the "Reading Focus". The information about study skills is good; however, the types of questions are generally the recalling of information. There is little attempt to interest or create any enthusiasm for seventh graders to read the lesson. At the end of the lesson there are questions which simply ask students to recall information. "Working with Ideas" does present more thought provoking questions which might very well have been used as the opening activity. Teachers can usually introduce the lesson by using the "Working with Ideas". This could generate interest and curiosity in reading the lesson.

Every unit is followed by a "Review Workshop" section. Again the questions and exercises are generally information recall types of activities although there are commendable efforts to stimulate students to think. A bibliography for seventh graders at the end of the review could encourage students to continue their study. The books listed could be those that would be of interest to seventh graders; an annotation indicating readability level and focus on the book would also be helpful to the teacher.

"Geographers and Their Work" and "People and the Environment" are interesting inserts throughout the textbook. Unfortunately, all of these insertions are in small print and, therefore, probably not as appealing to seventh graders. The regular print throughout the book is good and the stlye of writing is typical of textbooks.

The Flesch Readability Formula indicates that the reading level score is standard for eighth and ninth graders. The "Reading Focus", "Vocabulary Focus", and Introductory Exercises before each lesson, are helpful aids.

The organizational structure of the textbook is good and readily comprehensible. A glossary and an index are included for students. The length of each lesson is adequate; and, the textbook is organized in an interesting format that is not confusing. There are many maps, graphs, charts, and photographs throughout the textbook, although not as many photographs as in some other textbooks that are being reviewed.

Exploring a Changing World
Globe Book Company, Inc. 1988

Exploring a Changing World is organized in a traditional manner; the first part of the textbook introduces geographical concepts and the last part deals with people and regions. The lessons are short but contain a great deal of information, particularly the first part on geographical concepts. The information about the regional areas included in the textbook is very brief and simplistic. It is presented in a general survey format. The numbering of paragraphs which are not given any headings or sub-headings is disturbing when one first reads the textbook. The brevity of information, particularly about the people in the regions, may cause some students to develop erroneous generalizations and stereotypes.

"Focusing On. . . ", "Examining Daily Life", and "Buidling Geography Skills" sections are excellent inserts which should have high interest value for seventh graders. Also, they are written in an interesting style. The questions and activities for development of geographical, reading, and thinking skills are plentiful and should capture the interest of seventh graders.

Other features, "Understanding What Your Have Read"--"Finding the Main Idea and Building Your Vocabulary" and "Developing Ideas and Skills" are excellent for helping students become better readers. The readability level according to the Flesch readability formula indicates the materials are appropriate for seventh graders.

This textbook does encourage inquiry. At the beginning of each chapter there are questions presented which are thought provoking as well as information recall types of questions. Also, there is a definite effort to develop reading and thinking skills throughout the textbook. Photographs, maps, and charts usually include captions and questions for students.

World Geography: People and Places
Merrill Publishing Company, 1989

The prologue to the textbook refers to a quotation from a 1911 publication entitled, Influences of Geographic Environment, by Ellen Churchill Semple in which she states that "people can no longer be studied apart from the ground which (they) fill, or the lands over which (they) travel, or the seas over which (they) travel." She adovcates the study of people and their environment (physical geography) simultaneously; this approach could excite and encourage seventh graders to study social studies.

The first three units (8 chapters) are concerned with geographical concepts. The remaining units deal with different people and regions of the world. It appears that the first part--mostly physical geography--relies upon description and memorization on the part of the student. The interactions between physical geography and human beings need to be emphasized and more clearly articulated thoughout the textbook. Social studies should focus on the principle that the world is the home of people of many different cultural backgounds. Therefore, textbooks should provide opportunities for students to study the relationships between people and their environment, using different types of learning activities.

The textbook does not appear to be written in such a way that it would excite seventh grade students. A great deal of information is given in an encyclopedic manner. Some paragraphs are too lengthy. The Flesch Readability Formula indicates that the material is appropriate for the eighth and ninth graders. A "Content Check" section is included at the end of each section within a chapter. In the chapter review section, there is help in reviewing the vocabulary.

The units are introduced with a brief overview; each chapter begins with "In this chapter you will learn--". Most of the items of information--recall types of items although there is usually a challenge item which encourages students to do some reflecting. After a conclusion section at the end of the chapter, there is a "Chapter Review". It lists for the students the major generalizations. Activities dealing with vocabulary and facts are presented as well as some questions which encourage students to think and develop graphic skills. There are many interesting charts and graphs, but not as many as in other textbooks. A few of the maps are too small, and the photographs are not as many nor as appropriately selected as in other textbooks being reviewed. A few of the photographs are too small to examine carefully.

People on Earth: A World Geography
Scott, Foresman and Company, 1988

This is a traditional geography textbook. The first nine chapters of the thirty-two deals with geographical concepts. The remaining chapters deal with people and regions. The general format and print size are suitable for a seventh grade textbook. Photographs, maps, graphs, and charts are appropriately selected and displayed throughout the book. There is an attempt to limit concepts to the most important ones.

This textbook, using a traditional organization, succeeds in communicating some basic generalizations about people in a global setting. Each chapter includes two or three short and manageable lessons for students. Sometimes, because of the brevity of the lessons, the content has been simplified to the point that students may not understand the people nor the reasons for existing problems and conflicts. At times, the connection and interdependence between geography and the other social sciences are not obvious.

The style of writing and the topics of the skill pages, a special feature in this textbook, are especially interesting and would be appealing to seventh graders. The style of writing in these sections appears to be natural and flowing whereas the writing elsewhere in the textbook is not at all as exciting.

The bibliography does list a number of titles; however, such bibliographies would be more useful if they were annotated with two or three sentences and if they listed titles about people for students of varying reading abilities. The Flesch Readability Formula indicates that the material is appropriate for eighth and ninth grade students.

The photographs, graphs, maps, and charts are excellent. Just about every page in the textbook has some pictorial material on it.

Social Studies: The Eastern Hemisphere Yesterday and Today
Silver Burdett & Ginn, 1988

There is evidence that the publisher of this textbook was cognizant of contemporary research. It appears that information from current research studies about the learning process and the nature of learners had some bearing on the development of this textbook. An awareness of developmental sequences in the growth of students was taken into account as content and instructional materials were presented.

Concepts are developed. Occasionally students are encouraged to use information to develop and test understandings and to make generalizations. Also, not only is the textbook concerned with preserving the cultural heritage of the Western world, but the publisher has made successful attempts to present Non-Western cultures for young students. This might be the only time that students will have an opportunity to study about Non-Western societies.

In this textbook and all others reviewed, controversial issues are not presented; that is, students can read the textbook which presents the problem and probably miss the

point that a conflict is present.

Every chapter and sub-sections of chapters are introduced by a topic and a question. Generally, the questions are thought provoking ones. This is followed by a list of vocabulary words. The section ends with information type questions (Checkup) and usually one item which is entitled "Thinking Critically". Some of the "Thinking Critically" questions were answered in the chapter, some of them did ask students to reflect on the information presented.

Every photograph, illustration, graph, and map in the textbook included a question, usually ones which required students to think critically. Every chapter has a special page "Using Skills" which further develops certain skills such as recognizing ideas, reading a cross section diagram, and recognizing fact and opinion. Also, special features such as "Compare and Contrast", "People and Places", and "Primary Source Readings" are included. Each Unit ends with student activities for review and summarization.

In summary, it appears that all of the textbooks reviewed are more or less traditional geography textbooks except for the one published by Silver Burdett. They all seem pressed to include as much information as possible about geography and to include all of the regional areas. A teacher with an understanding of the structure of the social sciences, curriculum, and students could probably use any one of the books reviewed. With certain modifications and some creative approaches all of the textbooks reviewed could be revised to focus on sound goals and objectives for seventh grade social studies.

Reviewer #2

AFRICA

This narrative is primarily a general and comparative critique of the five textbooks reviewed, using the evaluative criteria established for this individual study. However, prior to proceeding with a criterion by criterion comparative critique there are a number of concerns which need to be addressed, but which cannot be easily subsummed under any one of the evaluative criteria.

In addition to the numerous criticisms and points of commendation, reviewing these five textbooks has left the primary Africanist reviewer with two general, but seemingly contradictory, impressions. In comparison to the treatment of Africa in middle school textbooks a decade or less ago, there is a definite improvement in the presentation and accuracy of materials on Africa in the textbooks reviewed. However, as is detailed in the evaluation comments on each textbook, the continent of Africa, particularly sub-Saharan Africa and its more than fifty constituent countries, is still not represented adequately, qualitatively or quantitatively, in length, breadth, or objectivity of the textual narrative. What is troubling for Africanists is that Africa continues to be misrepresented and under-represented; the problem is not just with what is written but what has been left out.

The issue of negative or stereotypical imaging is of particular importance for the teaching of Africa. It is known from the important, if somewhat dated, study by Beyer and Hicks (1968), that not only do the majority of American students have predominantly negative images of Africa, but that the negative imaging of Africa is worse in the upper grades than it is in elementary school. Consequently, in addition to promoting a more objective and comprehensive treatment of Africa, it is imperative that the teaching of Africa and the materials used in such instruction be objective and free of negative images and seemingly benign generalizations which may have the unintended consequences of reinforcing stereotypical and pejorative images of Africa.

This latter point is of particular concern since the reviewer found all of the textbooks, although some more than others, to be given to over-generalizations and gross simplifications. The analytic skill of extrapolating from data to make supportable generalizations which can be used either to generate hypotheses or to gain a clearer understanding of social or natural phenomena is an important and legitimate pedagogical goal in the social studies. However, crass generalizations and simplifications about a

reviewed textbooks the earliest Africa appears is third--in Silver Burdett's Eastern Hemisphere: Yesterday and Today. In most of the textbooks Africa is the fourth or fifth region to be dealt with. These textbooks seem to follow a geographic/ directional logic; they deal first with North and South America and then move eastward, first to Europe, although Africa as a larger continent would be just as logical, and then southward to the Near East/Western Asia and then to Africa before preceding to Asia and Oceania. (The logic being that although the United States is covered in other social studies classes, it is important to start with the region which is most familiar to students) The Scott Foresman textbook People on the Earth: A World Geography, is an exception to this trend in that for some unexplained reason Africa is the last region covered in the textbook.

It may seem to be a trivial concern, but the order in which a region is presented in a textbook, if a neutral criteria such as alphabetical order is not used, does carry a message. This is of particular concern to Africanists who are only too aware of the fact that Africa is often given short shrift in social studies classes which deal with global studies. That Africa appears near the end of textbook may result in this region not being covered if the teacher is confronted with time constraints. Moreover, if Africa, or any other region is consistently consigned to near the end of the textbook, the message, even if unintended, received by the students (and teachers) may well be that Africa is not as important a region as others in the world.

TABLE ONE
NUMBER OF PAGES DESIGNATED
To each region in the Textbooks

Regional Area	Allyn Bacon	Globe	Merrill	Scott Foresman	Silver Burdett
Africa	29 (5)*	53 (6)	59 (5)	43 (6)	55 (4)
Asia	41	75	62	62	77
Europe	42	75	93	60	85
Near East	23	56	49	-	75
North America	45**	83	79	65	-
South America	33	69	79	68	-
Ocean-Aust.	19	27	45	25	15
U.S.S.R.	-	51	-	-	69

The note which follows refers to the table on page 15.
* Number in bracket is the numerical regional position in which the Africa unit appears in the textbook.
** In almost all of the textbooks the North America unit includes only the United States and Canada. Mexico, Central America and the Caribbean are included in the units on Latin America.

There is an another concern which African scholars have had related to the teaching of Africa which is germane to this review of social studies textbooks. Research such as the above mentioned Beyers and Hicks study indicate a very predominant tendency on the part of the American public (including school children) to perceive of Africa as a culturally, politically and geographically homogeneous region which geo-politically belongs to the "species" of nation-state. Thus while geographically Africa is a continent, politically it is perceived to belong (and therefore is comparable) to the same geo-political category as China, India, the United States or the Union of Soviet Socialist Republics. Fortunately, none of the textbooks reviewed have adopted the type of regional categorization which would support or reinforce such a perception of Africa. Indeed only two of the five textbooks in this review, Globe's Exploring a Changing World and Allyn and Bacon's World Geography, do not include brief case studies of African countries. Unfortunately the case studies that appear in the other three textbooks tend to be too brief for the student to garner any real understanding or "feel" for the countries discussed.

Asserting the necessity of detailed country case studies in order to stress the diversity and reflect the political reality of Africa does not, however, negate the usefulness of geographic studies of Africa as a region in which climate and vegetation zones spread across state boundaries. Indeed, in the individual reviews the textbook which is least faulted, Merrill's World Geography: People and Places, is criticized for not incorporating a chapter on the regional geography of Africa.

A related serious concern which is addressed in every review is the stated (in the narrative text) justification for the division of Africa into two regions--North Africa which in four of the five textbooks is incorporated into the Near East region, and sub-Saharan Africa. Of the textbooks only Scott Foresman's textbook People on Earth: A World Geography, includes all of Africa in its African unit. While there is a legitimate debate over the status of North Africa, focusing on the question of whether in modern history this region is "more" Arab than African in a political and culture sense, it is undeniable that geographically North Africa is part of the

African continent. What is of concern is the justification given in the four textbooks which divided Africa into two separate regions. All of these textbooks in a very brief sentence or two contend that the Sahara desert precluded close economic or cultural contact (i.e. the diffusion of ideas) between the two sub-regions. This is simply historically incorrect and serves to reinforce the expropriation of the putative "sophisticated" civilizations of North Africa, from Africa. Consequently, the impression is reinforced that these civilizations/cultures are not African but rather were by the "fertile crescent" (in the case of ancient Egypt) or Greek/Roman civilization in the immediate pre-Christian era, or more recently Arab civilization. This tendency reinforces, perhaps unintentionally, that such "advanced" civilizations were imported and could not possibly be primarily African.

Further, in these textbooks there is little or no recognition of the possibility that the early Egyptian civilization was strongly influenced by other African cultures to the south, or that there has been a millennia long trade in goods and ideas across the Sahara--which 2000 years ago was less than a third its current size. These textbooks do not seek to explain the anomaly of the dominance of the Islamic region in West Africa, in spite of the Sahara desert. Neither do these textbooks report that all of the North African countries (with the recent exception of Morocco) are active members of the Organization of African Unity, as well as belonging to the Arab League, and as such consider themselves to be situated geo-politically as well as geographically in the African continent and certainly do not perceive themselves to be a peripheral geographical appendage to an otherwise alien continent.

The remainder of this narrative will be devoted to a comparative critique of the five reviewed textbooks using evaluative criteria developed for this textbook study.

I. There has been a definite improvement in recent editions of social studies textbooks which deal with world or global studies in that cultural as well as geographic diversities are generally presented in a non-pejorative if not positive manner. There are however a number of serious concerns related to the matter in which diverse cultures, economies (methods or modes of production) and political systems are addressed in these textbooks. These concerns have been addressed in the individual reviews and will be commented upon in the appropriate criterion below. There are, however, three more general and pervasive problem areas relating to the way in which diversity is dealt with in these textbooks which needs to be addressed.

First, every one of the textbooks used examples from the more "exotic" cultures and ethnic groups in Africa. For example, all of the textbooks used one or more of the following "exotic" cultures in their description of the African way of life--the Mbuti (not "Pygmy"), the San or Khoi-Khoi (not "Bushman" or "Hottentot") or the most common the Maasai. All of these cultural-ethnic groups are non-representative in that they are very small in population and their way of life or culture is not similar to that of the majority of African ethnic groups which live in similar ecologies. That is, for instance, there are many larger groups in the rain forests of Zaire and West Africa, whose life styles--ways of subsistence and social existence--have much in common, whose physical characteristics, culture and life style are very different from that of the Mbuti. There is a danger of misrepresenting African peoples, cultures and the socio-economic relationships, and creating new stereotypes, when non-representative groups are predominantly featured. This is true even when the non- representative group is treated in a positive manner in the textbook.

Second, there is a tendency in at least three of the textbooks reviewed to ignore controversial economic and political issues, seemingly under the rationale that to address these problems would create or reinforce negative stereotypes or images of Africa (or any other region). Consequently, the narratives are often sanitized and do not reflect the real issues confronting Africa. However, addressing these issues demands the textual space and analytic acumen which are imperative for an adequate and objective treatment of such issues. This should be the creative and intellectual challenge which directs the development of social studies texts.

Third, most of the five textbooks in dealing with the prospective for development in the sub-Saharan region indicated that while geographic/environmental conditions in this region are quite different from those of North America (north of the Rio Grande) and Europe, African nation states would have to follow the economic precedents established by these countries. In its most benign form this argument contends that African societies must become more industrialized. Parenthetically, none of the textbooks seriously entertain the possibility that the colonial economic structure inherited by politically independent states, in addition to the vagaries and structure of the contemporary world market/trade system may place incredible obstacles in the path of development.

A more serious manifestation of this line of reasoning is reflected in assertions that developing countries, if they are to develop will have to subscribe to a free-enterprise economic system with a democratic political system modelled on that of the United States or Western Europe. Fortunately,

this perspective is under-represented in the textbooks reviewed with the exception of the Scott, Foresman textbook, People on Earth: A World Geography. As detailed in the review of this textbook, under criterion I.-D., the authors of this textbook assert that nations of the developing world have a choice between following democratic capitalism of the "West" or the authoritarian socialism of the "East." From the narrative there is no doubt which of these choices is the correct one. Far more seriously, there is no indication that there are other alternative systems or paths to development, nor is the possibility voiced that each country or region with its own unique situation should not attempt to "carbon-copy" the policies of institutions (political, social or economic) of any other country.

I.-A. As indicated in the introductory paragraphs, the five textbooks reviewed for this study show a marked improvement in avoiding culturally biased stereotyping. There are however a few related concerns which surfaced in these reviews. Although it did not surface often, the value laden adjective "primitive" appeared at least once in all of the textbooks except those by Merrill and Globe. All of the textbooks fell into the trap of using the cultural political indicator "tribe" (and derivative "tribalism"). The concept of tribe is an anthropological one which refers to a particular system of socio-political organization, which if used correctly may be representative of certain groups in pre-colonial African history. However, tribe does not accurately represent socio-linguistic groupings in contemporary African societies. It is much more accurate to refer to these groups as ethnic groups. The prevalent phenomena of rivalry or competition between ethnic groups in Africa should be referred to as ethnicity not "tribalism." Scholars do not refer to ethnicity in the United States or Europe as "tribalism," and therefore they should not refer to similar phenomena when manifested in Africa by a term which in its incorrect use has taken on pejorative connotations.

In addition, the textbooks tended to use as examples "exotic" non-representative groups such as the San, Mbuti and Maasai. Moreover, when these groups are referred to, all of the textbooks, except the Globe's Exploring and Changing World, use incorrect and implicitly culturally biased if not racist ethonyms--Pygmy and Bushman.

Finally, this reviewer is somewhat concerned by the fact that none of the textbooks adequately discussed the concept of culture. It seems that the authors of the textbooks take for granted that "culture" is either self explanatory, or that the concept has been discussed and clarified in elementary school. Relatedly, the authors of these textbooks adopt, but without definition, an all inclusive definition of culture which includes all human beliefs and activities including production, trade and patterns of governance. Whereas a

sophisticated argument can be made for such a perspective by anthropologists, these authors do not offer such an explanation.

Consequently students may find it difficult to differentiate between what human and social activities and institutions are cultural as opposed to or as related to those which are political, economic or autonomous from constraints or influences from the dominant culture.

I.-B. As textbooks focusing primarily on the geography and cultures of the major world regions, the authors of all but one of the textbooks obviously felt that it was not necessary to deal, except in the most cursory manner, with the history of the world regions detailed in the textbooks. Only one textbook, Silver Burdett's, The Eastern Hemisphere: Yesterday and Today, accented a historical theme throughout the textbook.

The brief encounters with African history in the other textbooks are very inadequate and suffer from numerous inaccuracies. The reviewer realizes that the foci of these textbooks are geographical and cultural and not historical. Such foci are legitimate, but there is still cause for concern since the course which uses these textbooks in Michigan may well be the only exposure to Africa which most students will get in there tenure in schools--unless they opt for a non-compulsory global studies course in high school. Consequently, it is imperative that the students are exposed to more than a pedestrian presentation of African history. Moreover, developing an adequate understanding of contemporary geo-political problems is predicated, inter alia, on a sound historical appreciation and knowledge of the development of the extant geo-economic and political patterns and processes.

Finally, there are three historical themes or issues which are either not addressed or are misrepresented in the brief historical vignettes presented in the reviewed textbooks which should be commented on. First, as indicated above, four of the five textbooks misrepresent the nature of the historical relationship between North Africa and the area south of the Saharan desert. Second, all the textbooks, with the exception of The Eastern Hemisphere: Yesterday and Today, ignore the history of the region before the arrival of European traders and adventurers in the 16th Century. For example, Globe's Exploring A Changing World allocates one of the twelve chapters in the African unit to pre-colonial African history which is titled "Europeans Reach Africa." Of the nine numbered paragraphs in this short chapter one paragraph is given to a description of African kingdoms compared to four paragraphs which discuss early European missionaries and "explorers." This bias in historical reportage is very likely, but perhaps unintentionally, to

reinforce an image of Africa as a continent without a history. The fact is that the stories of pre-colonial (and colonial) African societies are histories rich in diversity and complexity and are resplendent with examples of human adaption, change and creativity. These stories are seldom if ever investigated in the social studies classroom in the United States. Third, with the exception of Merrill's World Geography: People and Places and Allyn and Bacon's World Geography, the textbooks reviewed offer no review or critique of the colonial era. This omission is tragic for it is impossible to understand and analyze contemporary Africa, including a host of geo-social and geo-political issues, without a historical appreciation of the colonial era.

I.-C. Geography is a social science for which there is no agreed upon definition of the discipline even among practitioners. It is generally accepted that there have been four main "traditions" in geography each with its own emphasis--the Spatial Tradition, Area Studies or Regional Tradition, Human-Land tradition and the Earth Science tradition. All of the reviewed textbooks are appropriately thorough in the development of geographic skills and themes from parts of each of these traditions. However, there are important geographic concepts and relationships which are central to each of these traditions that are not adequately addressed in these textbooks. For example, while the textbooks generally do a good job in developing map skills, they do not discuss how these skills relate to the important spatial concepts of location, position, form, direction and distance. Nor do they address the question as to how these themes relate to the geo-economic and geo-political patterns and processes in Africa. All of the authors emphasize the restrictive and prescriptive impact topography and varied environments have had on human societies in Africa. But, unlike the Units on North America and Europe, the textbooks do not stress effect of human creative and destructive action on the environment. This tendency to perceive African societies as environmentally determined with little appreciation for human creativity has resulted in much gross over-generalization and simplification in the sections of the textbooks which deal with human-environment relations.

I.-D. Discussion in the texts' review of contemporary social, economic and political issues suffer from both what is omitted in the discussion as well as from what is actually stated. None of the textbooks really address these issues in the depth that is appropriate to a middle school level. Most of the textbooks leave out all discussion of controversial issues, or alternatively they are given to very brief "factual" statements with a complete absence of any analysis or discussion which would support the assertions made. For example, in Allyn and Bacon's World Geography (p.426) the author avers that "Europeans still have economic control, and racial hatred and tribal conflicts have slowed progress in

several African nations." While there is some truth in each of these claims, there is no attempt to offer either evidence for the assertions or to discuss the reasons why these social, political and economic phenomena and relationships exist in contemporary Africa.

The discussion of political issues is similarly abbreviated. Where political issues are addressed, again there tends to be brief unsupported statements of "half-truths." For example, in Silver Burdett's The Eastern Hemisphere: Yesterday and Today, (p.432) without offering any discussion the narrative states that, "Freedom from European rule has not meant that all African countries have free governments. In many countries those who rule are not elected by the people in free elections." This is the extent of the discussion on African governments! The issue of "freedom" and "democracy" in Africa, like that of human rights, should be addressed critically; but these issues must be addressed objectively so that the American system is not considered to be the model against which African political systems are judged.

Finally, while all the textbooks make perfunctory statements concerning the enormous economic problems facing African nation-states, none of the textbooks offer a discussion on the concept (and reality) of "un-development" or underdevelopment. Indeed, only Merrill's World Geography: People and Places mentions the term/concept of underdevelopment. The extremely important questions relating to Africa's relationship with the developed economies of the world are not addressed. While several of the textbooks contend that Africa must industrialize in order to develop, these textbooks do not attempt to explain the historic patterning and development, from the early colonial era, of the current extant economic systems. Such an explanation is essential to understanding the economic crises in African countries as well as confronting the equally germane questions as to who benefits/ed, and who does/did not, from these economic processes and relationships.

I.-E. None of the textbooks dealt with African art, music, drama or literature. This is most disappointing since many students will not have the opportunity for exposure to African art again in their tenure as public school students. It is difficult to understand the rationale for the total absence of such a discussion, unless the authors erroneously felt that art has no connection to geography. A central theme in spatial analysis is the diffusion of ideas. American students need to be made aware of the tremendous influence African art, oral literature and music has had on "western" art forms. Moreover understanding of the African societies and cultures cannot be complete without reference to African art forms.

I.-F. In the textbooks reviewed, the commonalities of the human experience are generally made relevant to the student reader. That is, commonalities between cultures are celebrated while differences and cultural diversity are presented (for the most part) in a non-chauvinistic perspective as adding interest and variety to human existence on our planet.

In conclusion a comment should be made relating to the second set of criteria on the review form. These criteria focused on the nature of the scholarship and textual accuracy in the reviewed textbooks. As indicated on the Criteria Checklists the African reviewer is concerned with the scholarship in the African units. The introductory units of each textbook which address geographic themes and concepts are generally adequate. However, the African sections do not reflect the same knowledge base. There are many factual errors and opinions which are presented as facts, without documentary evidence in the African units. While Africa is presented in a less biased and stereotypical manner than the continent was in textbooks a decade or more ago, in terms of geographic themes, and issues the textbook's treatments tend to be perfunctory at best. The textbooks were even less adequate in dealing with contemporary economic, political and social issues. Consequently, the African reviewer was able to give a qualified favorable recommendation to only one of the five textbooks.

As a consequence of this conclusion, the reviewer believes that it is imperative that textbook publishers take the regions of the world far more seriously in the development of their global studies textbooks. An important way in which they can do so is to have the units on the various world regions written by an educator with expertise in the region she/he authors. Alternatively, if such a process is too expensive and complex, the publishers should at the minimum hire regional consultants to whom they give extensive editorial powers.

Reviewer #3

MIDDLE EAST AND NORTH AFRICA

In assessing the portions of the five textbooks devoted to the Middle East and North Africa, two of the books in the opinion of the reviewer simply were unsuitable for use, one could be used with some updating and revision, and two could be used with relatively little revision. Before examining each book in turn, it is necessary, however, to make some comments regarding the problems involved in writing about the Middle East as these are found in the textbooks.

First, since the term "Middle East" is in common use, it is appropriate to have an introductory paragraph defining the term and showing its relation to the older--though often used--expression "Near East." Authors undertaking this discussion are referred to Roderic Davison's article, "Where is the Middle East?" (First published in Foreign Affairs Quarterly, July 1960.) Terms such as "The Middle Lands" (World Geography, Gross) introduce unnecessary terminology which will not be encountered elsewhere. Separating North Africa (People on Earth, Drummond) from Southwest Asia overlooks an important cultural extension of the basic unit. Either "Southwest Asia and North Africa" or "The Middle East and North Africa" should be used. In the latter case, the "Middle East" should be defined. It should also be pointed out that people from this region do not refer to themselves as "Middle Easterners," for that term reflects a European and/or American perspective. The people living there would refer to themselves by family, tribal, religious, or national identity.

A second major feature which was found to be weak in all the books is the treatment of Islam. This religion has a direct association with Judaism and Christianity, is monotheistic, and is as theologically and philosophically complex as its two forerunners. There exists in the United States the idea that Islam is somehow less sophisticated than the other two and perhaps "pagan." Islam is also frequently associated with violence (picture, page 342, The Eastern Hemisphere, Cooper). The history of Islam in fact is no more violent than that of Christianity, and it can be demonstrated that Islam has been more tolerant of Christians and Jews than Christians been of Jews and Muslims. Since there is a substantial and growing minority of Muslim Americans, it is necessary to address this issue squarely and fairly.

The review which follows does not constitute a revision of the five textbooks which were examined. A total updating and editing of the textbooks--even the two receiving the highest ratings--would require a much more involved and lengthy

consultation. The comments herein are merely indications of the type of corrections necessary and should not be considered comprehensive.

This raises the most delicate question of all. The achievement of Israel has caught the imagination of almost all Americans. Moreover, the pogrom during World War II should never be forgotten. But it has become too easy to stereotype all Arabs and/or Muslims as the bad guys and all Israelis as wearing white hats. (Reference is made to the following article: Richard Bernstein;, "Birth of the Land of Israel, "New York Times, Thursday, 28 July 1988). Even authors with no axe to grind regarding this matter fall into the mode of contrasting quaint or backward, or underdeveloped Arabs with progressive, modern Israel. While the latter is certainly true, there are many places and examples in the Arabic, Turkish and Persian Middle East where development and enlightenment are making important gains. Care should be taken to balance the picture of traditional peoples and activities with progressive and modern scenes. (In some cases, the textbook illustrations are specifically misleading and inaccurate and should be changed or omitted. The discussion of specific books which follows will pinpoint such cases.)

In some instances an assymetric view of the Arab-Israeli conflict emerges in the textbooks, largely through the omission of an Arab point of view. Admittedly this is a matter of great delicacy and poignancy where both peoples are concerned. An example of the care with which such discussions must be handled centers upon the citing of Jerusalem as the capital of Israel in all the books. It is true that the Knesset voted in 1950 to make Jerusalem the capital of Israel. On the other hand, Jerusalem was designated as an open-city by the United Nations, accessible to all religious groups on an equal basis. Thus, the United States, the United Nations, and many other countries to this day maintain their embassies in Tel Aviv rather than in Jerusalem until this difficult and painful issue can be resolved along with other related questions. This is not to deny the Israeli point of view, but rather to instruct the students in how necessary it is that both--or all--points of view be known in order to understand why some international problems seem so intractable.

A third matter of importance that needs further developing is the distinction between Semitic (i.e. Hebrew and Arabic), Indo-European (i.e. Persian/Farsi and Kurdish), and Ural-Altaic (Turkish) language and culture groups in the region. While Islam serves as an umbrella which brings many though not all of these people together, language, culture-history, and past experiences make these people feel clear distinctions among themselves. By the same token, it is necessary to point out that Arabs can be Christian as well as

Muslim and that Christianity, Judaism, and Islam have internal divisions which sometimes are as divisive as any cross-theological differences.

A final, general point concerns the reporting of current events in the general textbooks. That is, events change so rapidly (battles, alliances, treaties) in the Middle East that many of the comments (i.e. reportorial insertions) have by the time of this reviewer's reading grown stale or have lost their momentary significance in view of further developments. It is suggested that the textbooks avoid such news items and emphasize the underlying and more fundamental characteristics and issues within the region. Perhaps an annual supplement could be provided to keep each class-year up-to-date. A book by book commentary follows.

World Geography
Allyn & Bacon, Inc. 1986

This book is also considered one of the best of the five. Its treatment of the Middle East and North Africa is shorter and the language used is much simpler, but it has a generally fair and complete treatment. It does, however, use the term "Middle Lands" which as discussed in the general introduction is unsuitable. This can be easily corrected. The "National Profiles" Table is a good idea although it should be improved by having a column contrasting population with available arable land per capita. Text illustrations tend to emphasize the quaint and picturesque and some modern scenes should be included.

The lack of availability of water is playing an increasingly important role in the entire region and will possibly shift the balance of power some time in the future. This should be discussed.

Exploring a Changing World
Globe Book Company, Inc. 1988

This is one of the two best books out of the five reviewed. It is comprehensive and up-to-date and has brief chapters devoted to a series of important topics. It does tend to be a bit weak on physical geography and to take a rather incomplete view of Israeli-Arab relations. Nevertheless, the overall effect is good.

World Geography--People and Places
Merrill Publishing Company, 1989

This book is one of the two considered least suitable. This judgment is based on the fact that it contains numerous mistakes (point by point summary is included with criteria checklist and below), that it contradicts itself in several places, that it attempts so much that it gives short schrift to important issues and countries (e.g. an entire page to Leptis Magna and one brief paragraph to Turkey as a nation), that it in numerous places presents local cultures in a demeaning manner (the most blatant of these is the discussion of the Zabbalines of Cairo which is both inaccurate and offensive (p. 475). More specifically, the Coptic churches of Cairo are not "built amid huge hills of garbage." This is a libelous and stupid statement indicating that the authors have never visited the churches to which they refer).

In fairness to the authors, the "Focus" unit on "Three Major Religions" (p. 454) is better than those found in the other books. The same may be said of the unit, "Using Graphic Skills--Reading as Territorial Boundaries" (pp.456-57) which discusses Israel's changing boundaries.

People on Earth
Scott Foresman and Company, 1988

This is one of the least desirable books to be reviewed. A major flaw in this book is the separation of North Africa and the Sahel from the rest of the Middle East (i.e. the portion which is labeled Southwest Asia isn't even mentioned in the other sections). Division of culture areas and like ecological zones by arbitrary continental divisions weakens those important concepts. Furthermore, other sections on "Droughts" (in which the Sahel is mentioned) and "Africa's Cultural Heritage-- North Africa" are separated out and given little or no indication of their being instrinsically linked to the two regional sections mentioned above. Perhaps if these parts were united in a single unit some of the weaknesses that this separation creates could be overcome. In an attempt to be "current" the text is sprinkled with provocative phraseology: (e.g., "...the Soviet Union may find an excuse to move." [p. 403])

The overall effect is one of incompleteness which is further amplified by a choice of illustrations of the "quaint and picturesque" with little or no inclusion of modern scenes.

The Eastern Hemisphere
Silver Burdett & Ginn, Inc. 1988

The illustrations in this book are both one of its strongest and weakest points. They are bright and entertaining and the diagrams are clear and eye-catching. On the other hand, as will be pointed out below, there are some biases toward the "quaint". In chapter 15, which deals with religion, the illustrations assume an appearance more suitable for religious tracts in Bible School or Koran Class. (I refer specifically to the reproductions of paintings at this point.) The picture of "Abu-Bakr being hailed as Islam's first Caliph," (p. 342) is biased and presents Islam as intrinsically violent and should be removed. Much the same is true of the battle scene on p. 346. The Crusade of the Children depicted on p. 347 was of little historical significance and shows a dim-witted view of Christianity. Far better choices could be made.

The section on "Storytellers, Scholars and Artists" is entertaining and unique to this particular book. The biological sketches of de Lesseps and Golda Meir are good but should be matched by an indigenous reformer's biography (perhaps both Ataturk and Sadat).

Commentary: Is it the function of a textbook like this to make political judgments? This is made with reference to the comments on terrorism. Statements like these and others in the textbook should be carefully discussed before being put into print.

Bourguiba is no longer president of Tunisia.

This book, perhaps of all those reviewed, falls unconsciously into the subtle stereotyping of religious groups. The illustrations and parts of the text reinforce this error. On the other hand, it is a lively and sensitive textbook which careful revision could improve.

Reviewer #4

ASIA

World Geography
Allyn and Bacon, Inc., 1986

Part I (about half of the book) on geography in general is unobjectionable, though written in a terribly elementary style, perhaps intentionally. Like the rest of the book, however, it illustrates the common, uncritical, and hence often grossly misleading use of statistics: population totals, vital statistics, literacy, incomes, and such. The regional coverage in Part II is at least reasonably even-handed, and gives only a little more to the United States and Canada than to the other major regions, though this is less balanced than it might seem since Asia, with over half the world's peoples, gets some 33 pages out of some 230 in Part II. However, this is not as bad as many other such books---and the maps throughout this book are excellent.

In general, I find the Asia coverage unacceptable, with the possible exception of Japan, if the errors are corrected and something is said about Japan's problems. India and China are totally unacceptable, and Southeast Asia is borderline. The first half of the book, Part I, seems acceptable and the maps are good.

Reviewer #4

Exploring a Changing World
Globe Book Company, Inc., 1988

This textbook is jam-packed with mostly accurate and current information, relevant for the new "global citizen," and hence is superior in many ways to the other books examined. Its presentation of these facts is usually clear, concise, balanced and not overly simplistic. Its very good skills orientation includes excellent follow-up questions in "Understanding what you have read" sections at the ends of chapters. It conveys complex ideas and situations very clearly. The publisher is to be commended for the chapter on "Race and Culture," which happily contains an excellent, though brief, discussion of racism.

However, the book is written in a dull, fact-listing style (e.g., p.506: "Just a few of the other large Asian cities are the following: Bombay, Delhi, and Calcutta in India; Bangkok in Thailand; Jakarta in Indonesia:..." ad nauseum). This focus on current facts, besides being very monotonous reading, means that it also seriously lacks coverage of pre-

modern history or humanities. Thus the sections on early history are not so much inaccurate as simply scarce.

Conclusions

The four chapters profiling contemporary Japan, India, China, and the nations of Southeast Asia are all good, except for the defect mentioned above, the writing style, which recalls the old textbooks of my childhood: full of new and potentially interesting information, but insufferably dull, plodding and unimaginative. This textbook on the whole suffers from any literary viewpoint, as it eschews all but the most limited coverage of the arts and culture. Its focus on a contemporary social science understanding of the world therefore requires strong interdisciplinary lessons and activities in the arts and histories of world cultures in order to present a well-rounded and stimulating portrayal of the world. In addition, a Euro-north American bias is evident in the number of pages devoted to those areas as opposed to other regions of the world.

Reviewer #4

World Geography: People and Places
Merrill Publishing Company, 1989

This book is written in a dull, uncritical manner, but the first 160 pages, which includes a general overview of the field of geography, are reasonably well done for this level. The chief problem with the rest of the book is its coverage--a book which calls itself World geography. What kind of sense does it make to give over 50 pages to the United States (which most students will have had drummed into them from every hand for years in the public school system at all levels anyhow), 20 pages to Canada, 40 to Central America, 42 to South America, 90 to Europe, 25 to the Middle East, 55 to Africa and 6 to India, 5-1/2 to China and 5-1/2 to Japan (all this including the "history" of these areas), which together comprise almost half the world. Southeast Asia gets 13 pages, presumably because there are so many countries and each must get a paragraph or so, but over twice the space given to it as to India or China or Japan is ludicrous. A crowning example is that Antarctica gets 6-1/2 pages--the same as for India, China and Japan. One could, and I think I would, argue that it would be better to do nothing than this superficial pap, and to drop the pretense that this is a World geography. The coverage is necessarily so grossly oversimplified that it is both meaningless and often seriously misleading.

The discussion is an uncritical, lifeless, and distorted recital of supposed "facts," like a string of "capitals and principal products," eminently forgettable and, by

themselves, as they are, meaningless. There is throughout a criminally uncritical use of statistics. This is all consistent with the book's general approach, giving simple and hence misleading answers to complex questions. But then in 5-1/2 pages on India or China, what could one expect?---especially when the treatment also claims to deal with all of the history from the fourth millenium B.C. to the present.

I'd simply suggest that the book end at p.161. To give the tiny few pages here to the roughly half of the world in monsoon Asia is to oversimplify and distort far beyond any useful contribution. This is made worse by the writers' ignorance and prejudice (political, not racial, as far as I can tell). Briefly, do it properly or drop it.

Reviewer #4

People on Earth: Textbook Review
Scott Foresman and Company, 1988

General Findings

The treatment of Asia generally is poor due principally to: (1) the attempt to deal with Asia as if it were a true cultural region comparable, say, to Europe; (2) the low level of understanding which restricts the authors' statements to only the grossest generalizations; (3) a double standard when dealing with similar topics in Europe and Asia; (4) a tendency to slight the humanities; (5) a tendency to smooth over issues as though what happened historically was the most "natural" thing to have happened; (6) and the substitution of popular stereotypes for history. I shall use these same numbers below when further discussing these problems.

For instance: (1), under "Europe's Cultural Heritage" the authors stress that European peoples are different and think of themselves as Swedes or Poles, not as Europeans. No comparable qualification is made for Asia, even though Indians and Chinese have far less in common than Swedish and Polish people. Most discussion of Asia's cultural "heritage" comes under the topic of "invaders from the grasslands," yet most traditional Asian cultures were sedentary and literate. Students cannot avoid concluding that Asian culture was dominated by nomads [More under (6) below]. (2) Statements like "Many Asian cultures...developed civilizations with a high level of learning" are too abstract to be meaningful and smacks of tokenism. No specific examples of high culture was given. (3) The European section states that "by 5,000 years ago, most of the people living in Europe were settled farmers." If we restrict Europe to its modern boundaries, this statement is misleading at best. The Asian section

states that "Six-thousand years ago people in most parts of Asia were still hunters and wanderers." Specific (and distorted) examples of European cultural achievements are listed, e.g., "democracy" in Greece (?!) or the organizational skills of the Romans. Token, craftlike achievements of China, such as papermaking and gunpowder are mentioned (not under the Cultural Heritage heading), but many major Asian achievements are omitted. This is particularly noticeable in the section on European development during the Middle Ages (336 ff.) where the Islamic impact on European development is mentioned while the sudden appearance of so many Chinese inventions (the compass, movable rudder, printing, bureaucracy, the crossbow) are omitted. In other words, in dealing with Europe we put our best foot forward; in dealing with Asia we put our lame foot forward. (4) Mention is made of China's achievements in poetry and art but no examples are given. History in general (even European history) is reduced and generalized to meaninglessness. (5) On page 431 (as an example), the reader gets the impression that because China had no modern weapons and no modern transportation system, Europe naturally took over. No mention is made of how Britain forced the sale of drugs on China after the Opium War. (6) Under "Asia's Cultural Heritage" we get the stereotyped view that most Asians are destructive nomads. China's culture is reduced to the Great Wall; it was "the Mongols who probably caused the most damage;" but, "in China...the Mongols stayed to rule. In time they built many beautiful buildings." Would the student not assume that pillage and destruction are the chief features of Asian culture and that Chinese culture is a product of the Mongols? Then the authors go on to say that "by the 1400's, most Asian cultures had become stagnant." An intelligent student would surely conclude that we would be better off without these backward invaders. It would be correct to say that China had lost its technological lead on the west by 1500. However, to say that post 1500 China, where art, poetry, essays and art criticism flourished, and where most citizens enjoyed a level of social mobility unmatched in most of Europe, was stagnant, is a gross distortion. If the West had been treated in a comparable fashion the authors would have stressed the many religious wars, the persecution of the American Indian (unmentioned) and the Dark Ages. This is stereotyping at its worse. It is not simply of unkind generalizations (such as, for instance, "pre-modern African cultures did not produce much written history"); rather, it is fundamentally inaccurate.

Recommendations

I would recommend not using this textbook. Given the rich and intense interaction between our nation and the nations of Asia, young citizens will be poorly prepared to cope if provided with little more than a few stale stereotypes. If the book were to be revised, I would recommend:

1. More concrete examples of humanistic achievement, not merely art and literature but also in the area of human rights. This would enable the textbook to combat stereotypes rather than promote them. In China, for example the first attempt to free the slaves dates back to the time of Christ (earlier than Europe by seventeen centuries). Social criticism (anti-war poetry, exposing government corruption) was a regular part of literary production from the 4th century B.C. onward. A sophisticated bureaucracy and welfare system were in operation by the first century B.C. The first student demonstration against government injustice dates to A.D. 153. Slaves were granted equal protection under the law as early as A.D. 35. The criminal justice system, while falling short of modern standards, included numerous checks and balances, including an appeals system, as early as the 11th century (actually much earlier) and so on.

2. Treatment of European history should be more accurate, concrete and less stereotyped.

3. The authors should recognize that there is more to Asian culture than nomadic invasions (the authors seem to have learned their pre-modern Chinese history from John Fairbank's textbook on late imperial China. This is a poor source for early Chinese history).

4. Abstract generalizations should be replaced with actual historical information.

5. The fact that some historical issues are complex and can be viewed from different perspectives should be illustrated with historical examples.

Reviewer #4

The Eastern Hemisphere Yesterday and Today
Silver Burdett & Ginn. Inc., 1988

This textbook is superior in several important ways. The focus on skills and tools ("Knowledge that helps you learn") and the style of writing promote a much higher level of understanding than that found in the other books, and, most encouraging, can help the student to see that our knowledge of the world is not static, and that not all questions have immediate answers. In this textbook, most complicated events or situations are not reduced to simplistic, black-and-white "facts" that are distorted and misleading, which seems too often to be the case in the other books reviewed. The textbook, or the teacher, could take this admirable foundation further by providing related activities and projects for doing history, geography, economics, and

anthropology to excite students about their own possible roles in expanding their knowledge of the earth. The very good section on maps and climates goes into just the right amount of detail to set a basis for developing excellent map skills and understanding-for which there is obviously a crying need in the United States.

The Asia coverage benefits well by this scope and intent. However, four major problem areas detract enough that the textbook should not be used without serious modifications: (1) historical inaccuracies and faulty interpretations, particularly in the chapter on ancient India and China, (2) the unforgivable omission of 1400 years of Chinese and Indian history--precisely the period when China became the important cultural center of East Asia--as the textbook jumps from 200 B.C. to 1200 A.D., (3) a damaging Eurocentrism, particularly in covering 19th century events, and (4) an annoying abundance of typographical errors--How are our students to understand the importance of accuracy with this kind of model?

To be more specific, simply in terms of numbers of pages allotted, Asian chapters contain between 16% and 20% fewer pages than chapters dealing with "western" regions. (Compare Unit 3 "Western Europe"--91 pages--versus unit 7 "South Asia, East Asia, Australia and Oceania"--77 pages.) Eleven pages are devoted to Europe in the Middle Ages. If equal coverage were granted to Asia in the Middle Ages, a significant gap in understanding would be filled.

Worse yet, most of the historical text from 1200 A.D. on focuses on Asia's relations with other foreign countries--<u>not</u> on the indigenous peoples and cultures. For example, Chapter 21's theme is "New Influences in China: How did the Mongols and Europeans affect China?" Yet, by skipping those critical 1400 years of Chinese history, the student has not a clue as to what China <u>was</u> like by the time of the Mongol conquest. This sensationalist focus on the short-lived Mongol dynasty, like the subsequent coverage of the Japanese samurai (omitting mention of the great cultural achievements of the Heian period of Japanese history) is stereotyped, comic-book history. It may seem exciting, but what does it really tell us about these countries? The inevitable section on Marco Polo is also poorly done. Uninspiring drawings take up 1/2 of the available pages, and the limited text gives hardly any information--certainly nothing to encourage the student to want to read Polo's book, despite the many delightful youth and children's versions of it that exist.

pp.139-141: The author totally misses the boat on the Chin Shih Huang Ti story. His outstanding achievement was the unification of China under its first centralized government. However, the author takes a very negative perspective, writing "To make one empire out of separate kingdoms, Shih

Huang Ti forced people to do things the same way. All parts of the empire had to use the same kind of money. All people had to use the same weights and measures. Scholars had to write with the same characters." Emphasizing the coercive aspects of Shih Huang Ti's reign, the author ignores the positive benefits of a unified money system and standardized weights and measures to promote trade, advantages of a standarized writing system to promote communication and scholarship, and the improvements to transportation when axle-lengths were standardized. Instead, the text reads, "Such measures may have been useful, but they caused much suffering." The author goes on to recite a litany of power abuses of which Shih Huang Ti was indeed guilty, but he fails to put them in the context of the regime's political philosophy, Legalism, which was the third important philosophical school after Confucianism and Taoism, and to which scholars today draw comparisons with the present government. Instead, he reinforces the appalling stereotype: "You can see that human life and the happiness of his people were not important to Shih Huang Ti." I suggest that junior high school students could profit by a more even-handed account, as a basis for discussions about the role of government. In addition, this chapter is crawling with <u>many</u> other more serious inaccuracies, the more annoying being wrong dates (Shih Huang Ti's rule over China began in 221, not 246 B.C.), misspellings, and mispronunciations of Chinese names, in the rare instances when a pronunciation guide is afforded. A golden opportunity to help the student (and teacher) learn basic pronunciation rules for Chinese is thrown away in the poorly written and erroneous insert on "The Pinyin System" (p.135)

The text does provide a fairly good explanation of the conflict between Chinese and European world-views in the 18th and 19th centuries. However, the section ends on a misleading note: "European countries...controlled much of [China]...Once China became weak, the Europeans would do with China as they please." (p.477) NONSENSE! The impact of the West in China very clearly remained limited to the coastal and lower Yangtze areas, yet in sections on South and Southeast Asia as well, the textbook portrays Europeans as omnipotent in Asia, and the Asians as nearly invisible.

<u>Recommendations</u>:

Use this textbook with caution, particularly for Chapters 6, 20 and 21. Good supplementary materials are available to strengthen and correct those chapters, especially if approached as hands-on explorations in social studies and humanities. A focus on the arts of Asia could illuminate a supplementary unit on the missing 1400 years of history. I do recommend that the publisher undertake substantial revision of the three offending chapters.

Reviewer #5

LATIN AMERICA

World Geography
Allyn and Bacon, Inc. 1986

Although this textbook devotes only 32 pages to the geography of all Latin America, it is well organized and manages to impart a lot of knowledge. The unit on Latin America is divided into four lessons, and each lesson is begun with a well thought out pre-reading section divided into two parts. The first part discusses a specific skill important to the acquisition of reading, and the second poses questions focusing on the most important concepts and information covered in the lesson. Both of these sections can and should be used to teach reading and writing skills as well as study and thinking skills. They are easily adaptable to a variety of pre-and post-reading and writing activities, both for groups and individuals.

The maps and graphs are adequate but small, perhaps in an effort to conserve space. Unfortunately, the miniature size makes it difficult to easily extract information from them. Photographs are also small but extremely well chosen. Each illustrates and complements the written text; they cover a broad spectrum of people and activities; and they are natural and realistic. Exoticism, bias, and emphasis on extremes have all been avoided. The photographs are very interesting and appealing, and they and their captions can be used not only to teach geographical concepts but also to develop reading and writing skills.

The style of writing with its natural rhythms and easy flow is a good model of the written language for students of this level. The use of a wide variety of decriptive words allow the author to convey quite a lot of information in a succinct manner and to paint images that are often graphic, making it an interesting book to read. For the most part, it avoids value-laden words, biases and stereotypes, although there are several lapses. On page 446, for example, the use of "modern ideas" and "economic advancement" communicates assumptions that should be clearly spelled out and justified in order for the student to be aware of the criteria the author is using for these judgments. "To this day" and "their whole lives" on the same page are condescending and presume a universal agreement with the author's criteria that is not justified. The assumption that everyone desires and would be better off with the changes that "modern" life has brought does not leave room for other points of view. A more serious lapse occurs on page 454. When briefly describing the process of adaptation Africans were forced to go through up arrival in

the West Indies, the use of the word "seasoned," in quotation marks, is both callous and insensitive, especially in light of the fact that many students who use this book will be descendants of these people. Also, this book, as well as the others I reviewed when speaking of the people brought by force from Africa, invariably refer to them as "black African slaves," giving the impression that all Africans are black and slaves. Neither is true and this qualifier should be dropped. The effect of this paragraph is to reduce this group of people to the status of object. There is no real basis in the text fo understanding and judgin the horror, hypocrisy, and racism of the enslavement of Indians and Africans by the Europeans of the colonial period of the Americas. This information should be included in order to give a fair and balance picture of the results of different cultures meeting, colliding, struggling, and creating new cultures in the process.

History, in general, is the section on Latin America is very schematic and, therefore, presented mostly through generalizations. It would be necessary for the teacher to remind students of the concepts and specifics of Latin American history which they may have studied earlier. Along with the roots of slavery, pre-Columbian history and its effect on the development of Latin American institutions is lacking; Spanish and Portuguese contributions to the development of these institutions is not given; nor is there a real discussion of the influence the United States has had as it has sought to protect its economic and national security goals.

There is an admirable effort to present problems in a clear fashion (for example, pages 460, 462, and 475) and sometimes possible solutions are suggested.

If it is true that this is a seventh grade geography book to be used after a sixth grade social studies course in which the history of Latin America was taught, it is a carefully crafted book. In the hands of a resourceful teacher, it can build on the concepts and knowledge the students should already have acquired, and it is well designed to foster cross-curriculum skills in reading, writing, thinking and studying.

Reviewer #5

Exploring a Changing World
Globe Book Company, Inc., 1988

The style of writing in this book is straight forward, not very complicated, but a good model for students of this age group who are still developing their written language skills. There are some very positive aspects to the style from the

point of view of study skills, too. Expressions such "as you rmember," "as you have learned," remind the student of what has gone before, they connect new knowledge to previous learning, and they often point out repetitions of information already given that reinforce an understanding of the concepts and facts already acquired. Other expressions such as "meet the challenge" when talking of how Latin Americans handel difficult situations created by the geography of the region (p. 203) give dignity and reality to the people and their lives and makes them seem forceful and energetic.

Maps, graphs, and photographs do not contribute as much as they might. Although there are sections meant to teach map and graph reading skills, they are not explained. It would be more helpful to guide students through these actvities step by step before having them answer questions on their own. This suggesion also applies to the exercises of review that come at the end of the sections. In many cases, students are left to figure out on their own how to complete the activity given.

A high point of this book is the consistent presentation of cause and effect. Facts are stated and the results caused by them are immediately mentioned. The reader can easily understand the concept being stressed and visualize the situation. The graphic images created in the mind of the reader are a powerful aid to learning.

There is an effort to be unbiased and objective as well as the aboveboard about the role of the United States in Latin America that is to be commended. The other books reviewed by me have not been so brave. However, the effort is only partly successful. Chapte 10, for example, is devoted to the relations between these two areas of the world and the causes of resentment on the part of Latin Americans toward the United States. However, several facts are mentioned in a string with nothing to connect them. For example, the date Texas "became an independent nation free of Mexican control, "is given, followed by the year it "joined the United States," after which there is a mention of a war with Mexico over the "boundary between Texas and Mexico." These three dates are not connected and no background is given; no mention is made of the conditions under which Mexico allowed Americans to move into Mexican territory, nor the reasons for allowing it; no mention is made of the reasons Americans wanted to live there; nothing is said of manifest destiny and the pressure in the United States both for and against going to war with Mexico. There is a gross deformation of history here, committed through omissions. Similar complaints could and should be made about every one of the historical incidents treated in this chaper. This kind of misconstruing of history is a disservice to students, because it not only does not teach them how to develop a conceptual value system for balancing different influences that contributed to past

and present situations, but it serves to create prejudices and confusions that must exist at an emotional level since ther are not enough known facts to allow students to make an objective judgment based on reason. Credit should be given to the authors for making an effort to remedy pas injustices in social studies textbooks in the United States by bringing up controversial events, but it is to be hoped that they will be even more careful, in future editions, to present a full account of those facets of the interaction of United States history with Latin America that have contributed so strongly to the problems that both areas must face today.

The effort to present differing points of view, to show cause and effect, and to develop geographical concepts is praiseworthy. There is much richness of knowledge to be found in the text of this book. It is unfortunate that the auxiliary aids, such as maps, charts, photographs, post-reading exercises, and inserts, are not of the same quality. With this in mind, teachers will need to explain the skills necessary for interpreting maps, charts, and some of the activities in order to take full advantage of the positive qualities of this book.

<u>World Geography: People and Places</u>
Merrill Publishing Company, 1989

<u>World Geography: People and Places</u> is a very appealing textbook. The maps in the section on Latin America are in bright and attractive colors that invite perusing and makes it easy to understand the information they have to give. However, often in the textbook, the student is told to look for information on a map but the page number of the specific map needed is not given. The reader is much more apt to actually refer to a map if s/he knows exactly where to find it. On the other hand, the graphs are clear and the information is readily apparent. Especially to be commended are the inserts on "Using Graphic Skills." In an innovative and highly effective manner, they each teach a useful skill in extracting information from different types of graphic presentations. The photographs in this textbook, however, tend to give the impression of situations (even when people are in them) rather than of "real people." They are not very effective in contributing, highlighting, or adding new dimensions to the information given in the text. In contrast to the ineffectiveness of the photographs, inserts in each chapter called "Focus on Culture," "Focus on Geography," "Strange But True," and "The Urban World" are excellent. They are interesting in themselves, and they are sure to appeal to the fascination we all feel in the world around us as well as expanding and modeling some of the concepts that are being taught.

The style of writing in this book is excellent. It is varied, it has a diverse vocabulary that stimulates the curiosity of the reader, and it serves as a good model for the young student who is acquiring written language skills. The two column per page format and the rather large print should be a positive help for those students who are not quite proficient in written language skills and yet it is in no way a barrier for those who are more fluent in reading. Terms are defined in such a way as to be a part of the information being taught rather than an interruption of the flow of language.

The pre-reading sections are adequate. Although they are not exciting, they can be expanded on and adapted by the teahcer. On occasion, the reader is promised more than is delivered. For example, on page 245, the reader is told s/he will learn "how history has influenced Mexico and the countries of Central America," but, in fact, this information is not supplied in the textbook. The post-reading sections are excellent. They include a "Content Check" after each section of a chapter, meant to help the student identify, review, and remember important information and concepts, and the chapter and unit reviews, which are comprehensive and, in some cases, fun. They can also be used to develop reading, writing, thinking, and study skills in both group and individual exercises.

A large deficiency that is very bothersome is the omission of large chunks of information that are necessary to an understanding of the development of present day Latin American cultures. The sections on history tend to be bland and disconnected from each other. For example, there is a rather good synopsis of pre-Columbian civilizations (not complete, but adequate), but there is no joining of the institutions, beliefs, cultural inventions, innovations, and adaptations to modern day Mexico and Central America. In the same chapter, the colonial period receives very inadequate treatment. There is no mention of how Spanish history influenced Spain's institutions and beliefs and contributed to chauvinism, racism, and religious exclusivism which in turn determined Spain's relations to the native populations of the Americas and its enslavement of Africans. Nor is ther adequate treatment of the contribution of the United States, with its power and its imperialistic forays into Latin America, on the development of Latin American history, both in its positive and negative aspects. Consequently, it is not possible for the reader to understand the development of Latin American culture along with its present problems and triumphs. This contrasts sharply with the much better treatment of the influence geographical features have had on the development of economic strengths and weaknesses. Pages 248-9, 252, and 259 include a few examples.

Despite several deficiencies, this is a well conceived and well executed textbook that is very readable. It makes a definite contribution to written language acquisition skills, thinking and study skills as well as guiding the student step by step in the further development of social studies concepts. The teacher will need to fill in the missing information that is needed in order to give a fairer picture of the contributions all of the past and present cultures have made to the development of present day Latin American countries. The information that is present in the textbook (and it is a lot) is fairly presented and well balanced. The manner of its presentation serves as a wonderful model of how to look at social studies facts and concepts and draw inferences that are neither biased nor loaded toward a particular world view. It is hoped that in a future edition history will be presented in a more complete and forceful manner.

Reviewer #5

People On Earth: A World Geography
Scott, Foresman and Company, 1988

The excellent quotations from people of many backgrounds with which the authors begin each chapter of this book gives the textbook an immediacy and excitement not often found in geography books for this age level. The vividness of the language arouses curiosity in the reader, and it is an excellent model for students who are still struggling with the difficulties of acquiring written language skills. Unfortunately, the style of the writing, which tends to be simplistic and bland, does not come up to the standard set by the authors quoted in interest and vivacity. Sentences are short, stilted, and choppy, and frequently clauses beginning with "and" and "but" are used as complete sentences. This style is not an appropriate model to use for teaching writing skills.

In the book's favor, the choice of photographs is outstanding. Many show a wide variety of everyday activities that give the American reader a good perspective of the diversity of human culture, but similarities can also be inferred from them i.e., people in all cultures must make a living, and the photographs show how many people of Latin America do this. There are also overt comparisons that can be used to encourage the exploration of the similarities and differences of the problems peoples of different cultures face, and how they deal with them (pages 256, 282-3, 296-7, 303).

Concepts that would relate economic, social and historic patterns are missing in this textbook. There are many assertions made that are not supported by facts, evidence, or explanations. Some of them are confusing. See page 252, for example, in which there is a zigzag back and forth dealing with rural villagers and movement to the city. There needs to be a clearly stated explanation as to what the problem is, how it developed, why it exists, and what, if anything, is being done to solve it. In general, there is a tendency to string facts and assertions together with nothing to connect them that makes this book very difficult to follow. Page 250 will serve as another example. In the third paragraph, petroleum is mentioned, a list of exportable crops is given, followed by another list of products from mining, and then tourism is brought in and the paragraph concludes that all of the above are helping to make Mexico an industrial nation. Why? What is the connection? What does tourism have to do with industrialization? And why do people vacation in Mexico anyway? There needs to be some connections made in order for the information brought in to be meaningful.

Another disturbing aspect of this book is the condescension toward the "poor" and the bias against the upper or "wealthy" classes. In the section on Latin America, no background is given that would demonstrate the forces that have gone together to build the cultures, with their strengths (which are not brought out) and their problems. There is no discussion of the pre-Columbian cultures and their contributions, nor of forces that made Spain operate as it did in Latin America. There is no comparison of Spanish rule with English rule in North America, even though there are many similarities, according to what is stressed (with a condemnatory tone) in this book (page 287). These kinds of omissions and biases cause confusion, can lead to mistaken interpretation, and cater to prejudices and stereotyping.

It is unfortunate that the strengths of this book are overshadowed by its deficiencies. The textbook needs to be re-written in a style that will be more appealing to this age group. It needs to include information that will help students understand social studies concepts and develop skills in handling and integrating knowledge. More, and more accurate, historical background should be given, along with an effort to understand why these cultures have developed as they have. This background would lead to an understanding of the forces that created class differences, and the difficulties involved in dealing with them. Some discussion of the influence the United States has had on these countries, with its military and economic power, should be included.

Without this kind of information, it is impossible for the student to learn to connect events in a global context and to see their historic and geographic causes.

Latin America and Canada
Sixth Grade Social Studies Textbook

Macmillan Publishing Company

Latin American and Canada by Macmillan Publishing Company has an awkward format in that the skills section and the exercises for skills covered in each chapter come at the end of the book. It seems unwieldy to have students thumbing through the book, trying to match text with a skill section and a practice section. Rather than enhancing the information and concepts taught in this narrative, it becomes an irritation.

The pre- and post-reading parts are of mixed quality. The narrative of the Unit Preview is useful because it gives guideposts to information that will be covered in the unit. However, the questions that follow are simplistic, for the most part, and without a pattern that will take the student in an organized fashion from the simple to the complex, or the particular to the general, or the concrete to the abstract. In other words, they do not teach thinking skills; they simply, for the most part, ask the student to pick out answers from the text. The questions are followed by a list of words, and students are told that the list will help, but it is not clear how it contributes to learning, since it has no explanation, definitions, or pronunciation guide accompanying it. The post-reading exercises follow the same pattern; some are useful but many are disjointed, ask simplistic questions that seem to have no purpose; then, occasionally, there will be a thought-provoking question of substance imbedded in the others that asks the student to analyze and to make inferences.

There are many gorgeous photographs in the book that enhance a style of writing that tends to be dry and dull. Sentences are short, choppy, and simple. Sometimes, there are three sentences in a 5-sentence paragraph that start with the same pronoun (p.187). Definitions, for the most part, are not well integrated into the narrative. There is an unfortunate tendency to use words as "only," "now," "even," in a condescending fashion (page 27, 326, 332 are examples) that is unpleasant and biased. To use words such as "most," "many," "often," with no figures given and no supporting evidence, as these authors do, is not an effective way to teach students to form social studies concepts based on analytical skills. More facts and numbers should be given, and there should be a systematic effort made to teach readers to analyze, summarize, synthesize, and draw inferences based

on factual information and accurate reporting of historical events.

The textbook often flits from topic to topic, treating issues in such a cursory fashion and such a disjointed manner that it is not possible to see patterns or to understand how issues develop. There are exceptions. The issues between Mexico and the United States that led to the separation of Texas and the Mexican War are well presented, although from the point of view of the United States and with important omissions (why people from the United States wanted to live in Texas, religious and language restrictions, the expansionist pressures in the United States). The issue of the Panama Canal is less well done. In general, the United States is dealt with so benevolently as to leave the impression of an altruistic country that has no share in contributing to present day problems. The use of military and economic power for imperialistic purposes should be faced and dealt with openly, so that students can understand the interplay of pressures that effect issues and how actions led to present conditions. Because there are many omissions and events and issues are often treated in an isolated fashion, the reader cannot get a real understanding of currents of history, or of how present cultures have been created from the interaction of preceding cultures. The deficiencies of this textbook overpower its positive elements.

Latin America and Canada
Sixth Grade Social Studies Textbook

D. C. Heath and Company

It is very pleasant to review such a well designed and well written textbook as this book on Latin America and Canada. There is a consistent effort to show relationships, to follow the strands that run together to form the different Latin American cultures of today, and to understand the strengths and the problems that they face. History is presented fairly from different points of view, and the modeling of good scientific expression is a constant. It is common for the author to use phrases such as "archaeologists believe," "this suggests," demonstrating how evidence can lead to interpretation and hypotheses but not necessarily to exact answers--a wonderful example for students to follow.

The format is logical with good flow between topics. Pictures enhance the text, and there are many photographs of works of art that contribute to the information of the lessons. The captions are informative and unbiased. For the most part, value-laden words are avoided although it would be better to avoid such expressions as "even," as in "even machine-gunned the United States embassy" (p.254), a slip

that gives a misleading impression of the power of the United States and of its role in the creation of animosity towards it in these countries. On the other hand, there is a wealth of details that contribute so much to the understanding of the commonality in the situations humans must face and solve, and the treatment of the diverse cultures is sensitive and knowledgeable.

Pre-reading and post-reading sections are well planned and can be used to teach reading and writing skills along with study and learning skills. Particularly effective are the sections titled "To Help You Remember," which teach analysis, inference, and application. Many exercises can be adapted to both individual and group activities.

The style of writing is a good model of language skills for students of this age group. It is varied in structure and vocabulary and should prove interesting to the advanced students without being impenetrable to those who are still struggling with written language skills.

The historical situations in this book are generally detailed, and presented in a cause and effect manner that is particularly helpful in teaching social studies concepts. It is gratifying to see the United States portrayed in a realistic fashion (although more could be done in this area) and made to take some responsibility (as well as credit) for its actions. It is never helpful to give students an unrealistic and distorted view of their own history. This textbook makes a start toward preparing them to become responsible adults who live in a democracy by presenting the involvement of their country in Latin America in a more or less realistic fashion. The effort of the author is not uniformly successful, but it is commendable, nevertheless.

Latin America and Canada
Sixth Grade Social Studies Textbook

Scott, Foresman and Company

Latin America and Canada, published by Scott, Foresman and Company, has an excellent format. The introductory chapter has 10 lessons, each of which teaches an essential geographical skill in an appealing, practical, and easily understood manner. Each lesson is followed by a Skills Practice section that reinforces the concepts taught in a logical, step-by-step process, terminating with individual practice of the skill. Next, geography is introduced in a series of discussions of land, water, climate and vegetation. The introduction of people through discussions of population growth, population movements, and the forces behind them is the next step in what becomes a logical progression from the

basic to the more complex. It then seems natural to continue with culture, first, and then culture in the Americas. A very effective ploy used by this author is to begin with the personal by using the pronoun you, next, referring to an experience every American child can be supposed to be familiar with, and then opening out the concept to include the general. In the chapter on culture, after introducing the concept in this manner, he follows with a lively description of the lives of two real children, accompanying the text with wonderful pictures. The ways in which their lives are similar and different are brought out. It is a most effective way of teaching a very complex concept.

The lessons are kept short; they are accompanied by wonderful photographs that illustrate and expand upon the information being given; each lesson has sample and well thought out pre-reading activities, followed by post-reading sections that are as logically and carefully developed as the other parts of the lessons; and there are marvelous inserts in the lessons that give biographies of people that highlight or demonstrate the lesson being taught. In many cases, quotations from the writings of these people are given, and they are uniformly excellent. They are from famous people from Latin American countries or Canada or people such as Ruth Benedict who contributed something original to our understanding of the point being taught. Usually, a photograph of the author is included, which contributes to the immediacy of the writing.

Along with these excellent pedagogical techniques and marvelous photographs, the style of writing is natural, appropriate, and interesting. It treats the reader as an equal, and it is never condescending to its subjects. As a model for children learning written language skills, it is first rate. Virtually every word is necessary and serves a purpose. It goes without saying that it is easy to use as a tool for teaching writing and reading skills.

Several editing errors have slipped through. On page 267, the word should be "peninsular," not peninsulare. The pronunciation of "de" in de Sucre (p.417) is incorrect, if it is meant to represent Spanish pronunciation, and the same is true for Medellin (p.432). On page 444, the accent mark is misplaced in Iquitos, and on page 443, we are told that Ecuador means equator in French. Surely the author means Spanish.

There is a consistent effort to present different points of view. The use of quotations contributes, of course, but so does the fair treatment given to different religions, and the technique of giving reasons why certain things were done (human sacrifices in some pre-Columbian religions, for example). The author's use of words such as "probable," "no one knows why," and such gives an air of honesty that is

refreshing as well as being a good model of intellectual honesty. There are many instances of connecting the past with the present and one area of the world with another, affording an opportunity for debates and other activities that will contribute to the development of social studies concepts and the exploration of different values. Like other parts of the book, maps and graphs are easy to use, and good at showing relationships and the ways in which one part of the world affect the whole. See page 405 on the Amazon for an example.

In general, the handling of history is well done. The section on Brazil seems especially well balanced. It is honest; both positive and negative aspects of its history are given and possible reasons why things developed as they did. This same kind of treatment should be given to the involvement of the United States in Latin American affairs. For the most part, the treatment of the United States is too benevolent. When talking of the Monroe Doctrine and the Roosevelt Corollary (p.343), the United States seems to be a savior of Latin America. No mention is made of its desire for hegemony, the push for expansion that was so strong in the United States, and the pressures coming from those with strong economic interests in Latin America. Although there is a mention of the marines in Honduras, it is not enough to allow students to see that the reasons were primarily economic, materialistic, selfish, and not at all altruistic. It would be more honest to teach our children that economic and political reasons carry a lot of weight in the decisions made by governments, including those made by the United States. There are several instances of this kind of gentle treatment of the United States that detracts from what is a fine book. On pages 373-4, there is a detailed account of Cuba's ties to the Union of Soviet Socialist Republics and the help it gives to Cuba, but the same treatment is not given to the very similar role the United States has often played as it shored up right wing dictators-- Batista in Cuba comes to mind. On page 381, we are told the problems in Central America are "increased by outside interference" and Cuba and Castro are mentioned but not the United States and Reagan. This type of omission does a disservice to the students and to our culture as a whole, since it serves to avoid the responsibility we all share, as members of a democracy, in the actions of our government, concepts that our students must learn in order to become adults who contribute effectively to their country and the world.

There is another suggestion that should be made. Africans are too often referred to as "black African slaves." Continually referring to these people in this way makes it seem as if they were born slaves rather than being the victims of the greed of Europeans and others. There is no discussion of the economic basis for slavery, nor the racial chauvinism of Europeans that allowed them to justify slavery

through a perversion of the religion they then forced on these people. This group deserves better treatment from a book of this stature.

Despite the reservations just made, this textbook is very well done. It uses excellent analogies for teaching concepts and skills, and it is logically organized and carefully crafted. Although some care should be taken to remedy the deficiencies mentioned, it is a fine textbook for teaching reading, writing, study, and learning skills at the time it teaches social studies.

Review #6

CANADA

The perception most Americans have of Canada is that it is a friendly, non-controversial country to our North, populated by Blue Jays, Expos, Gretskys, Mounties and Polar Bears. Canada is nice, that's all.

The books reviewed do little to undermine those illusions. Acknowledging differences in geography, history, governmental structure, cultural profiles, still the authors want their readers to understand that Canada and the United States are essentially the best of friends.

While these analyses and recommendations have much merit, still the several publishers have no wish to confuse teachers or students by suggesting that there are some real differences, basic differences between the two nations or that there are any short or long-standing areas of disagreement or that Canadians may have a few healthy prejudices directed against Yankees.

Consider MacMillan's Latin America and Canada which devotes fifteen or so short sentences to Canadian-United States relations among which is the news that the United States is an industrial nation, and that Canada is particularly concerned with natural resources. Thus, America has "bought land, dug mines and built factories in Canada. By 1970, Americans controlled over half of Canada's largest companies. Some Canadians resent the extent of American involvement in the business life of their country." Simplistic conclusions like this scarcely do justice to the complex association which exists much less do they explicate America's foreign policy vis-a-vis Canada or, for that matter, that resentment felt by 'some' Canadians.

These textbooks do not really consider, in the larger contexts of history, demography, economics, culture, the crucial questions that might be raised as we look at the two nations in their joint occupancy of North America.

How have their respective histories informed their respective nation characters, their national destinies, their national mythologies?

How is it that they are good friends, sharing the longest undefended border (though don't try to cross that border without going through a port of entry)?

Why do Americans take Canada so much for granted while most Canadians are daily absorbed in every move taken by the American government?

Why do Canadians regularly invoke the old joke about sleeping next to an elephant?

Why are Canadians, currently, so anxious about a free trade agreement with U.S.?

How do Canadians differ in their regard for toxic pollution of the environment?

The variety of textbooks considered here makes comparisons rather difficult to establish. Not every volume needs to deal with Canada, though in the case of Allyn and Bacon's World Geography, one has to wonder why it is all but omitted. Silver Burdett's Western Hemisphere seems to provide the best treatment: perceptive history, sensitive depiction of the two entities in North America, exciting visuals, literate style. Yet, "even when there are conflicts between Canada and the United States, these problems can be worked out between the two countries." The very real truth is that this is not always the case. There are problems that are difficult if not impossible to work out: acid rain control, water power, free trade perhaps. There is nothing wrong with healthy disagreement, but Silver Burdett appears not to want to confuse the consumer by suggesting that these friendly giants might still get angry at one another.

Canada and Canadians want to be regarded as different, as self-determining, as masters in their own house. Twenty years ago, around the time of their centennial of nationhood in 1967, Canadians enjoyed a unique spirit of nationalism, partly because the United States was having some difficulties in Southeast Asia and at home. There is some evidence that this spirit is on the rise again, in part because of the free trade agreement which many Canadians think will strip them of their indpendence. In summary, Canada and Canadians are not a happy mirror image of the United States.

REVIEWER #7-A

JAPAN
International Society for Educational Information, Inc. (ISEI)

The World
McGraw Hill Book Company, 1988

General Comments:

1. In spite of the limited given space, the accounts of Japan's geography, history and society are compiled compactly and pertinently. On the other hand, however, one comes across inaccurate descriptions here and there caused by excessive simplification.

2. In the section dealing with Japanese history, the selection of "key words" such as Shintoism, samurai, and Shogun reflects the selectors' bias, the bias characterized by exoticism.

3. In the section where the focus is on present-day Japan, descriptions of the charteristics of Japanese are sometimes too simplified and conclusive, so much so that the descriptions may give the learners (pupils) false impressions of the people of Japan.

P.348 The orange colored column with the title "FIND THE WORDS" shogun, hereditary - do not seem to represent wise, well-balanced or appropriate choices. They do not carry so much weight in the history of Japan. The words might have been picked out because for the selectors (authors, editors) they emanate an exotic aura.

P.350 Japan's Early History (2nd para., Lines 1-2 from the bottom)

P. 350 (3rd para., Lines 9-13)
The samurai or bushi became a powerful social stratum in the 9th and 10 centuries. This paragraph may prove to be misleading if it is describing Japan in the 5th and 6th centuries.

P. 350 (4th para.)
It is a fact that Japan eagerly adopted Chinese culture from the 7th century to around the end of the 9th century, but, it is going too far to say

Japan "tried to copy from China". Also, there is no mention of Japan's promoting its own culture after the tenth century, and the absence makes the paragraph somewhat biased.

P. 351 The Feudal System
A short paragraph of 20 lines is not enough to cover the 800-year feudal age of Japan. The authors seem to have overlooked the salient changes that took place in the society during the period of the Kamakura era (end of 12 century to the 14th century) and the Edo era (beginning of 17th century to the second half of the 19th century).

P. 351 Western Contacts (2nd para., Lines 6-8)
It was 1635, not 1646, when the Shogunate made it illegal for any Japanese to leave the country.

P. 352 (Lines 1-2)
"here were few changes in Japanese life during is time ". This is another example of ersimplification resulting in inaccuracy. Two hundred and some years of this period (it is also known as the Edo period in Japan) saw a lot of changes and development in various aspects of society, such as the growth of a commerce economy, the evolution of farming methods, the increase of agricultural production, the spread of education under the terakoya system (private schools often housed in temples in the Edo period), and the advancement of Western (Dutch) learning. Japanese historians, in general, believe that those changes and developments worked as primary factors for the modernization of Japan after the Meiji Restoration. In my judgment, it is quite appropriate not to touch on all of that when you mention this period.

P. 353 (The caption of the picture)
The caption should make it clear that the picture depicts a scene of the Sino-Japanese War when the Japanese Navy destroyed a Chinese fleet off the coast of Weihai.

P. 354 (Lines 3-4)
It is not quite adequate to call General Tojo a military dictator. Also, Tojo was Prime Minister of Japan from October 1941 to July 1944. Thus the strengthening of military control of Japan in the 1930s was not necessarily stepped up under Tojo's command.

P. 354 (4th para., Lines 3-4)
Siam (now Thailand) was then an independent country and was in alliance with Japan. Accordingly, to say Japan "conquered" Siam is not quite appropriate.

P. 356 (2nd para., Lines 7-8)
"More than 100,000 people were killed".
"More than 100,000" is too few. The exact number of people killed by the atomic bombs dropped on Hiroshima and Nagasaki is not known, but we presume that at least 140,000 to 150,000 people (we often say about 200,000 people) were killed in Hiroshima, and 70,000 to 80,000 people in Nagasaki.

P. 358 (3rd para.)
One of the reasons for Japan's after-the-war economic rehabilitation is, the paragraph says, "the fact that the government helps business". This is, I should say, too simple a viewpoint.

P. 358 Japanese Workers
Another reason for the success of Japanese industry, it says here, is the Japanese workers' loyalty to their companies. This point of view also is rather arbitraryand simplistic.

P. 359 Japan's People (3rd para., Lines 5-6)
"The Japanese believe in hard work and loyalty to the group".
This well-meant statement is, nevertheless, another example of oversimplified judgment. Phenomena of this kind are always complicated and relative. And that, in my opinion, should be explained to the pupils.

Living in Our Country
Laidlaw Brothers Publishers, 1989

P.382 Threats to world peace, and the picture of Hideki Tojo
The account and the caption on this page gives the impression that Hideki Tojo had been the dictator in those days. He was not. Tojo was a military politician of great leadership, but the navy was not under his control and he did not have the prerogative of supreme command. A common belief among Japan's historians and political scientists nowadays is that the fact that each individual leader in power had and stayed in his own sphere of influence was one of

the weak points of the political leadership system during the war.

P. 382 Threats to world peace (4th para., Lines 1-2)
"At this time, Japan, led by General Hideki Tojo, was also threatening world peace".
If "at this time" means the 1930's, this is incorrect. Hideki Tojo was Prime Minister from October 1941 to July 1944.

America, Yesterday and Today
Scott Foresman and Company, 1988

P. 320 (2nd para.)
"Later they were joined by General Hideki Tojo, who had become the leader of Japan".
The Prime Minister of Japan when the Tripartite Pact was signed (September, 1940) was Fumimaro Konoe. Hideki Tojo was the Mininster of War. So he was not the "leader of Japan". The person who took the initiative in concluding the treaty was Yosuke Matsuoka, the Minister of Foreign Affairs at that time.

P. 322 The United States Enters the War (Lines 4-5)
"Americans were especially concerned about Japan's plan to take over Asia".
The areas Japan wanted to place under its power were East Asia and South East Asia. Japan did not want the whole of Asia

America and Its Neighbors
Holt, Rinehart and Winston Publishers, 1986

The United States, Its History and Neighbors
Harcourt Brace Jovanovich, Inc. 1988

I have found nothing to comment on in these two books.

Reviewer #7-B

JAPAN
International Society for Educational Information, Inc. (ISEI)

The Eastern Hemisphere Yesterday and Today
Silver Burdett & Ginn, 1988

General Comments:

1. This seventh grade social studies textbook is excellently compiled with all the necessary fields essentially related to social studies beautifully integrated. The contents are ample and substantial in both quantity and quality. The level of the book is, I think, a little higher than that of Japanese textbooks for seventh graders.

2. The contents of this textbook are equivalent to those of Japan's geography and history textbooks for seventh and eighth graders (four to five hours per week each year).

3. The textbook is also superior to Japanese textbooks in the generous use of drawings, pictures and maps in colors. The color printing is neat and eye-filling, sure to stimulate the learners' interest in social studies. Those in our textbooks are, almost all of them, in black and white.

4. The accounts in this textbook are as a whole accurate, but there are a few points I would like to have considered or revised. Those points are as follows:

   PP. 207, 208 The United States in World War II
   "In June 1940, Japan joined the war on the side of Germany."
   This is not quite accurate. Japan, Germany and Italy concluded a military alliance pact in September 1940, but Japan did not join the war in Europe on the side of Germany.

   P. 468 The picture of a Japanese farmer planting rice.
   This is somewhat out of date. Your publishers could use pictures 88215 or 88219 in their next edition. (Please refer to the catalog entitled; Catalogue of Photographs of Japan - 1988.)

P. 468 Machines Change the Land (2nd para.)
"Some Japanese farmers have rice-planting machines."
Almost all of our farmers use various machines now. To say simply, "Japanese farmers have...." would be more accurate.

P. 468 Machines Change the Land (3rd para.)
"In Japan only one worker in ten cultivates the land."
The number is now less than one in ten, it is about 8 percent.

P. 479 China and Japan
The first paragraph is not accurate. It is true "Buddhism was brought to Japan from China by way of Korea." But Buddhist writings (sutra) and an image of Buddha was sent to Japan in the middle of the 6th century (552) as tributes by a King of Paekche, one of the three nations in Korea in those days. Paekche hoped to secure Japan's military help in their strugges against Silla, another nation of the three in the peninsula. The King said Buddhism was a new and higher form of wisdom and magical power.

P. 479 China and Japan (2nd para., Lines 5-7)
"Some Japanese nobles sent their sons to China, etc."
Actually the total of 17 missions of not only nobles' sons, but also monks and scholars were sent to China during the period of 607 - 894.

P. 479 Feudalism and Military Rulers in Japan
The contents here are oversimplified and consequently not quite accurate. This subtitle covers a long history of more than 1,000 years, and calls for more space, more paragraphs, I believe, which ought to contain the underlisted points.

a. The emperor system was firmly established in the 7th century. The emperors had real power until around the end of the 9th century.
b. At about the end of the 9th century, nobles who were blood relatives of the emperors took over the power. The land was divided into large estates, and the lords of the estates (noblemen) were sent out by the central government.
c. The central government of nobles gradually lost power to military clans in the estates whose heads were the descendants of the estate lords. The clans were called bumon and their

soldiers bushi.

d. The middle of the 12th century saw the emergence of military rule. Leaders of military clans (Heike, then Genji) were appointed Shogun, commander in chief, by the emperors. The leader of Genji Military Clan established Shogunate in 1192. This was the beginning of the feudal age in Japan.
e. The Shogunate was a central military control government, where the Shogun gave domains to his chief retainers to rule, and where the retainers (feudal lords) in return pledged loyalty to the Shogun.
f. The feudal age lasted from 1192 to 1867, when the emperor (Emperor Meiji) restored power and control of the country.

P. 479 Picture
This painting seems to be one of Lady Tomoe, the wife of a military clan leader in the 12th century. Though she was a brave lady bushi, no Japanese would think of calling her bushi or samurai. Please refer to our Catalogue of Photographs of Japan, 88012, 88014 and 88017.

P. 480 Europeans Visit Japan (1st para.)
"Some nobles enjoyed dressing up in European style."
Some "nobles" should be changed to some "diamyo" (feudal lords).

P. 480 Picture of Mongol attack
This can't be a painting of the Mongol attacks on Japan. A few details are definitely wrong. 88010 in the Catalogue of Photographs is more geniune.

PP. 481-482 The United States Opens the Door
The story of Commodore Perry is very nicely written. But his fleet arrived at Uraga near Tokyo (Edo in those days), not Nagasaki. Also, the name of Townsend Harris shouldn't be left out here, in my opinion. On Perry's second visit to Japan in 1854, a friendship treaty between Japan and the United States was concluded. The treaty permitted United States' ships to call at the ports of Shimoda and Hakodate for supplies of fuel and food, and for the United States to send a consul to Japan. In 1856, Townsend Harris came to Shimoda as the first American consul to this country. A trade treaty between the United States and Japan was signed in 1858. So Japan's door really opened in 1858.

P. 481 The caption of the picture
At Hokodate in 1854, Perry met representatives of Tokugawa Shogunate, not the Japanese Imperial Commissioners.

REVIEWER #7-C

JAPAN
International Society for Educational Information, Inc. (ISEI)

World Geography - People and Places
Merrill Publishing Company, 1989

General Comments:

1. A well-designed outline of outstanding facts about Japan, excellent in some points, while out-of-date, or in need of amendment or amplification, in some instances. A few detailed comments, which may assist in making changes are appended below.

P. 42 (Col. 2, Para. 3, Lines 3-4)
"Another volcanic mountain is Mt. Fujiyama in Japan."
The mistake of calling Fujisan by the name Fujiyama, due to a misreading of the ideograph for mountain by some early foreign visitor to Japan (the same ideograph has two possible readings, but the correct one in the case of the name of Mt. Fuji is 'san' not 'yama') is very hard to eradicate. The mountain should either be called by its Japanese name, Fujisan, or simply Anglicised as Mt. Fuji.

P. 462 (Col. 1, Para. 1, Line 7)
Fish is eaten in Japan nowadays in most of the ways common in western countries, combined with rice as in some European dishes, and so on. The two types of food involving raw fish are indeed popular, but it would be better to say something such as "Fish is prepared in various ways, some popular dishes even using raw fish".

P. 462 (Col. 1, Para. 2, Line 7-Col. 2, Para. 1, Line 1)
"The greatest catches are tuna, salmon, and herring."
Until around the 1920's, Japan's herring catch was huge, but overfishing resulted in a decline in the number of herring, and the catch became negligible. Today the greatest catches are, in units of a thousand tons, sardines (4,578), cod (1,522), and mackerel (945), followed by squid and cuttlefish (464) and bonito (435). Though tuna is number 6 (367), salmon, salmon trout and trout together only account for 167, and herring for 73.

P. 462 (Col. 2, Para. 3)
To clarify the question of religious faith, it should be made clear that Japanese see no contradiction in observing Buddhist rituals in connection with funerals and Shinto ones in connection with marriages and births. Thus if the totals of Buddhists and Shintoists are added together, the sum total is greater than the national population. The so-called 16 percent who follow 'other faiths' no doubt includes some who also follow different rituals according to what is considered 'appropriate' to different occasions, as well as some of the new religions which are essentially offshoots of Buddhism or amalgamations of the teachings of Buddhism, Shintoism, Christianity or Mohammedanism (which can claim a few Japanese followers) as well as the Nichiren Buddhist sect and its offshoots, prohibit belief in any other teachings than their own. But most religions do not. It is therefore rash to use statistics in any account of Japanese religious beliefs.

P. 464 Photograph caption
"Followers in Buddhism in Japan regard Buddha as a god and have built many statues of him."
This is something of a simplification. According to Buddhist belief, anyone, potentially, can achieve Buddhahood, with various stages on the way. Thus Buddhists do <u>not</u> regard Gautama Buddha as a 'god' in the way the word 'god' is normally used. It might be better to say 'the supreme spiritual leader' - or something of the kind.

Reviewer #7-D

JAPAN
International Society for Educational Information, Inc. (ISEI)

World Geography - People and Places
Merrill Pubishing Company, 1989

General Comments:

1. This textbook covers over one hundred countries and many different fields and seems to aim at being the perfect textbook. A few mistakes are commented on below.

P. 459 Landscape (Para. 4, Lines 1-3)
"Almost 70 percent of Japan's land is hills and mountains, covered with grasses and forests."
The use of the word "grasses" will give the foreigner the impression that the land is suitable for pasture. In fact the mountain areas are almost completely in a natural state and the mountains are forested and most of the hill areas which are called grasses are in fact populated.

P. 460 The Economy and Society (Para. 2, Lines 2-3)
"The literacy rate is thought to be 95%."
In fact it is nearly 100% as about 99.8% finish compulsory education. (Grade 9)

P. 461 (Para. 4, Lines 6-10)
"A highspeed railroad trains for passengers, using what are called 'bullet trains', connects the cities of Tokaido, and one is being built north to connect with Sapporo on the island of Hokkaido."
This should be corrected to read something like: "..connecting the cities of Tokaido, extends as far as northern Kyushu. Similar lines also run to the northern part of the Tohoku region and to the Japan Sea coast."

P. 461 Farming and Food (Para. 6, Lines 3-4)
"The farms are small, about 20 acres (8 hectares)."
The average farm has no more than 1 hectare of land suitable for cultivation.

P. 462 (Para. 2, Line 7)
"It is popular to eat fish raw."
This sentence might well cause misunderstanding. Fish is served raw in some kinds of Japanese cuisine, but it is also broiled or stewed.

P. 462 Influences of the Past (Lines 1-2)
"Settlers from Asia entered Japan sometime before 600 B.C."
There are many theories about the orgins of the Japanese and the question has not been settled. It is certain that people from Asia were important in the mix that created the Japanese people but the date of their entry cannot be fixed on a certain date like 600 B.C.

P. 462 (Para. 2, Lines 5-6)
"About 16 percent of the people follow other faiths."
The religious convictions of the Japanese are different from those in other countries and are extremely difficult to express in statistics. The figure of 16% is misleading.

P. 99 Distribution of World Languages
It is incorrect to classify Japanese as Sino-Tibetan language . Japanese should be classified as Ural-Altaic like Korean.

<u>World Geography</u>
Allyn and Bacon, Inc., 1986

P. 248, 249 Hydropower (Para. 2)
"In Japan, 40 percent is developed from hydropower."
The latest percentage is 13.1.

P. 334 National Profiles: Asia
The latest (1985) statistics we have are listed below.

Japan
Area 372,805 sq km
Population 121,049,000
Population Density 324.7 per sq km
Growth Rate 0.52%
Capital Population Tokyo, 8,355,00
Urban Population 76.7%
Literacy Rate 99.7%
GNP (in) millions of U.S. dollars 1,344,700
Per Capita Income 9,530

87

P. 361 (Para. 1)
A Portuguese ship was blown off its course in 1543.

P. 353 A Necklace of Islands (Para. 2)
The paragraph is too short and not exactly accurate.

P. 364 (Para. 1)
"The coal deposit on this island..."
The sentence ought to read, "---on this island had (instead of have) helped make it one of the..."

P. 364 Land Use in Japan (Para. 2, Line 5)
"Only about one fifth of Japan's land..."
More accurately, 15 to 16% of our land is suitable for agriculture.

P. 364 Land Use in Japan (Para. 2)
"So each square kilometer of land must support about 2.200 (not 1,500) people."

P. 364 Land Use in Japan (Para. 3)
Some areas supported two rice crops a year up to 30 years ago. However, because of over production of rice, rice field reduction has been allotted to farmers by the government. Thus, they do no raise two crops a year any more.

P. 364 Land Use in Japan (Para. 4, Line 8)
"...mats that serve as floor ....."
Mats that serve as floor are made of thick straw covered with rush. A little explanation of tatami (floor mats) may not be futile here to avoid misunderstanding.

P. 364 Land Use in Japan (Para. 6)
"Japan's swift-running rivers are a good source of cheap electric power."
As has been pointed out, only 13.1 percent of our electric power is hydraulic. 63.2 percent is thermal and 23.7 percent is nuclear. Incidentally, our electric power is not cheap.

P. 365 Japan's Fishing Industry
What the book says here is not up to date.

PP. 365, 366
"Japanese silk still makes up about 60 percent of the world supply."
China, not Japan makes up 62 percent of the world supply. Japan's share was only 15% in 1986.

P. 366 (Para. 2)
"Lead, zinc, and sulfur are the only minerals produced in large enough amounts to meet Japan's manufacturing needs."
No, the country does not produce enough of those minerals to meet our manufacturing needs.

P. 366 (Para. 3, Line 7)
Japan turns out about 15% (1985), not 16%, of the world's steel supply.

P. 366 (Col. 2, Lines 4-6)
It is true we have a lot of earthquakes, but we have now quite a few earthquate-proof highrise buildings (some going up to 60 stories) in Tokyo and other big cities.

P. 367 (Line 5 from top)
There are now over 1,000 (the text says 340) colleges and universities in Japan.

SUMMARY OF FINDINGS

Sometimes it may not be possible to locate a statement of a school's philosophy or a copy of a curriculum guide, but it is always possible to request and to receive copies of the textbooks used in the schools. Therefore, since textbooks are readily available, it appears that what is taught and how it is taught are curricular decisions, often and indirectly, made by the textbook publishers and authors. Consequently, the comments of the reviewers of textbooks are extremely important to teachers and educators. The comments of the reviewers should be carefully and thoughtfully studied by the publishers, teachers, and educators; otherwise students will sometimes be learning those ideas which will lead them to accept prejudicial and stereotyptical views as well as, possibly, erroneous information and misconceptions about people and the world in which we live.

It appears, frequently, that many of the textbooks reviewed are still primarily interested in presenting facts -- sometimes rather insignificant, trivial, and outdated -- and having the students memorize them. These facts are sometimes not explained in depth or connected with other related concepts and generalizations. Descriptive geography, presented in an encyclopedic manner, and in general, oversimplified regional surveys are emphasized which can often create misconceptions about people in our global community. The reviewers noted that many of the textbooks simply try to treat too many topics and/or regional areas and, therefore, treat them superficially. The reviewers also commented that, often, it does not seem that the most recent research findings have been used nor that reputable authorities who are regional area specialists have been used as writers/consultants. In the organization and sequential presentation of the content, some reviewers were of the opinion that it does not appear that a just, fair, and balanced treatment has been presented of all people and all cultural groups. Perhaps textbook publishers and authors have to consider other types of organizational patterns which emphasize in-depth treatment of content and the presentation of a more effective model or approach to studying people. It takes a strong commitment to present carefully and thoughtfully selected content for a textbook. Presently, much content -- some trivial, isolated, and not related to significant generalizations -- is included. By and large, the content needs to be thoughtfully developed, including only that knowledge which is most significant in helping students learn.

In reviewing textbooks, important and relevant questions can be posed. For whom are textbooks written? Are textbooks

written for reviewers? for teachers? for authors? for publishers? for parents? for students? Greater attention should be focused on the students since they are the ones who have to read them and study them with the help of teachers, perhaps with the help of parents or tutors.

A few reviewers noted that the attempts to use student interests and needs are generally minimal in some textbooks even though the textbooks are attractively packaged with interesting photographs, charts, maps, graphs, and appealing organizational patterns of the printed matter on the pages.

These attractively bound textbooks also provide supplementary materials for teachers. Manuals, worksheets, tests, and other materials are included in the "textbook package" which helps to assure the teacher that the teaching/learning act will be simple and easy.

The textbooks include special feature pages which try to present information in an interesting manner and to focus on skill development. Sometimes this information is directly related to the content, other times the feature page appears to be simply inserted without any direct connection to the topic of the chapter. Usually, the style of writing in these "insertions" has greater appeal to seventh graders than the regular text. The publishers of these textbooks have also attempted to help the teacher by providing questions and/or activities for students in introducing, developing, and closing the lessons. However, the focus is usually on recalling information; occasionally, attempts are successful in trying to stimulate students to think.

It appears that publishers are attempting to develop middle school grade textbooks with reading levels appropriate for the students at this level; however, the textbooks may be more sucessfully used with more advanced and academically motivated students who are generally better readers than the average students. Even though the aim of these publishers is to meet acceptable criteria in regard to readability of textbooks, the style of writing is also of equal importance in encouraging students to read. The style of writing should be interesting and appealing to students if they are to read and study the textbooks. Many reviewers concluded that the textbooks reviewed could be improved by using authors who have a style of writing which is appealing to middle school students. Many textbooks are never again opened after the initial perusal by students unless there are threats made by teachers and parents.

By and large, the reviewers noted that up-to-date scholarship in specific content and educational soundness as well as intercultural perspectives are not reflected to the degree that one would expect in textbooks today. Perhaps the approach and organization of textbooks reviewed need to be re-

examined, using criteria based on current scholarship in regard to specific regional areas and recent trends in social studies education. There was not an emphasis upon an interdisciplinary framework, the presentation of models (We can not teach everything!), and the inquiry mode of presentation in most of the textbooks reviewed for this study.

Generally, it appears that the language used in the reading material is non-biased and non-stereotypic; however, the selections of photographs and the placement of a particular regional area in the table of contents often indicates biases on the part of the publishers. Sometimes the simplification of presentation may lead, unintentionally, to biased views and misconceptions.

It is generally noted by the reviewers that the treatment of various global regional areas such as Africa, the Middle East, Asia, Latin America, and Canada has improved. Sometimes the improvement is noticeable in particular areas such as the avoidance of sexist language, adequate representation of rural and urban sectors of life, use of typical rather than exotic examples to illustrate a culture, and avoidance of biased and stereotypical comments and views. At the same time, the reviewers commented that the regional areas are still not represented adequately and accurately. Most of the reviewers felt that the regional areas are often misrepresented and under-represented. The comments of the reviewers indicate that important knowledge, ideas, and generalizations are sometimes completely omitted. Africa still appears to be misrepresented and under-represented in the textbooks reviewed for seventh graders. One reviewer commented that the problem is not only with the nature of the information that is included about Africa but the fact that an extensive amount of significant information has been excluded.

In comparing the treatment of Africa in the textbooks to a decade ago, there appears to be improvement. Information about Africa should lead students to appreciate the differences and to understand the commonalities among people. The differences should be presented with respect rather than condescension and deprecation. Hopefully, then, students might then evaluate and adapt their views of human society in such a way that they might be led to become sensitive and humane participants in the global community.

According to one reviewer, "the continent of Africa, particularly sub-Saharan Africa, is still not represented adequately, qualitatively or quantitatively, in length, breadth or objectivity in the textual narrative" in the textbooks under investigation. As a consequence of over-generalizations and gross simplifications of content about

Africa and Africans, in these textbooks, students may still continue to hold stereotypical and pejorative images of Africa. It is also possible for students to develop more negative images of Africa. Of course, this is not the intent of the publishers. One reviewer concluded that there needs to be a more objective and comprehensive treatment of Africa which stresses the diversity of that continent -- its geography, its peoples, and its governments. The textbooks, in the reviewer's opinion, continue to misrepresent the relationship between North Africa and the area south of the Saharan Desert.

Further, it was noted that there are many factual errors and opinions which are presented as facts, without documentary evidence, in the presentation of content about Africa. It is important that the treatment of Africa -- historically, geographically, politically, and anthropologically be delegated to individuals who are recognized authorities in African studies. More African scholars should be involved as authors/consultants in the development of accurate, up-to-date, and unbiased content about Africa. The treatment of contemporary African issues and regional areas also needs improvement if students are to understand the role of Africa in our global society today. Controversial issues should not be avoided but included and treated objectively, accurately, and justly.

In the opinion of the Middle East reviewer, the treatment of the Middle East in the textbooks being reviewed lacks sensitivity and a scholarly approach in the presentation of content. For instance, reviewers found that the treatment of Islam was weak and misleading; the history of the Palestine/Israeli controversy was still presented in a rather confusing way to students; and most of the textbooks treated the conflict from Israel's point of view, often ignoring the Palestinians altogether. The reviewer concluded that more information is needed about Palestine if students are to understand the reasons for this conflict; important controversial issues should be included and developed in ways that students can understand the reasons for the controversy; and the selection of current events should be more carefully made.

Also, it was noted that the diversity of the peoples in the Middle East needs to be presented more accurately and more comprehensively. One reviewer commented that the treatment of the Middle East and its people does not receive balanced presentation in comparison with other cultural regions in the world and that information about the Middle East was often superficially presented.

In the treatment of Asia, the Asian reviewers expressed many concerns. They noted that the number of pages committed to Asia does not reflect the fact that the area includes almost half of the world's people. Because of this, the treatment of Asia and its people is often grossly oversimplified with historical inaccuracies and faulty interpretations. Students may easily develop erroneous and misleading conceptions about this part of the world and its people because of the superficial treatment of knowledge about Asia. The reviewers also concluded that publishers attempt to "cover" too much about Asia in too few pages. The presentation, therefore, becomes uninteresting, containing isolated and outdated information and facts.

According to some reviewers, the treatment of Asia in the textbooks needs to be improved. The textbooks reviewed tend to give simple answers to complex issues and questions, creating meaningless and often misleading conceptions about Asia and Asians. The oversimplification of complex and disturbing problems and issues leads to the development of prejudices and biases. Historical inaccuracies and faulty interpretations are found in some of the textbooks reviewed. It is strongly suggested that the humanities be emphasized in the treatment of Asia as a regional area. Again, as mentioned for other regional areas, it was recommended that recognized authorities on Asia and/or specific countries in Asia, should be used as writers and/or consultants.

As with other regional areas, some reviewers suggested that the diversity of cultures in Asia is ignored; publishers often use a double standard in dealing with similar topics in Europe and Asia and generally slight the humanities; and, complex historical issues need to be treated sensitively from different perspectives and illustrated with historical examples if students are to comprehend them.

There have been improvements in the way that Latin America has been treated in the textbooks. According to the Latin America reviewer, most of the authors do make an effort to avoid prejudices, biases, and stereotypes, but there are, nevertheless, glaring omssions that may cause students to develop misleading and erroneous conceptions regarding historical developments in Latin America. There is concern about the role of the United States in Latin America. In most cases, the publishers appear to avoid mentioning the United States in regard to present day Latin America. It appears, in some cases, that the United States has no share in contributing to the present day problems in Latin America. Overall, however, there seems to be an effort to be unbiased and objective about the role of the United States in Latin America at an earlier time.

It was suggested also that because Latin American issues are often treated in an isolated and cursory manner and because many significant historical concepts and generalizations are omitted, students will be unable to develop a real understanding of Latin America, its many different cultures, its relationship with the United States, and its role in the world community. Many assertions are made that are not supported by facts, evidence, or explanations.

The reviewer on the treatment of Canada in the textbooks noted that the portrayal of Canada is that of "a happy mirror image of the United States". The textbooks appear to do very little to treat Canada as a nation in its own right with all of the problems and issues internally and externally that confront any nation of the world. Too, as with other regional areas, Canada is treated in a very simplistic manner. This presentation leads to some basic misconceptions about Canada itself and about Canada's relationship to the United States and other nations in the world. Again, controversial issues between the two nations are minimized to the point that students think there are never any disagreements or problems between the United States and Canada.

There needs to be more attention focused on the treatment of Canada in the textbooks reviewed for this study, both qualitatively and quantitatively. Crucial questions relative to the relationships between Canada and the United States should be addressed accurately and sensitively.

In summary, reviewers reported that some of the textbooks try to treat too many topics and/or regional areas. Also, many significant facts, concepts, and generalizations are omitted which are necessary for the development of objectives which deal with understanding ourselves and others. Because of the many omissions and the cursory treatment of regional areas, students may develop misconceptions leading to prejudicial and stereotypical views of others.

SUMMARY OF RECOMMENDATIONS

Michigan State Department of Education is encouraged

1. to continue the biennial review of social studies textbooks, varying the grade levels and content areas;

2. to encourage the development of appropriate textbooks for the middle school grades which reflect current scholarship by submitting to publishers copies of this study; and

3. to provide more assistance to local school districts in the evaluation and selection of textbooks and supplemental materials consistent with the Michigan Social Studies Textbook Act.

Publishers are encouraged

1. to become familiar with the Michigan Social Studies Textbook Act, and

2. to review the findings and recommendations of this study and to use them in making appropriate modifications as new social studies textbooks and supplemental instructional materials are developed.

Local Boards of Education are encouraged

1. to become familiar with the biennial reports prepared by the Michigan Department of Education;

2. to limit the adoption period for textbooks so that students will be using instructional materials which are up-to-date and reflect current research; and,

3. to provide professional development opportunities for faculty and staff to participate in in-service educational activities which focus on selecting and evaluating social studies textbooks and supplemental instructional materials.

Teacher Education Institutions are encouraged

1. to acquaint pre-service and in-service teachers with the Michigan Social Studies Textbook Act;

2. to familiarize pre-service and in-service teachers with the concepts of cultural pluralism and the interdependence of our global community; and

3. to acquaint pre-service and in-service teachers with skills for evaluation, selection, and enrichment of instructional materials in social studies education.

Teachers are encouraged

1. to serve on committees to evaluate, pilot, and select social studies textbooks;

2. to develop competencies in evaluating social studies textbooks and supplemental instructional materials;

3. to share findings and recommendations of evaluation studies with colleagues; and

4. to be aware of the value of using a variety of supplementary instructional materials to enrich social studies instruction.

General Recommendations

1. There should be more substantive content, utilizing all the disciplines in the social and behavioral sciences,and a greater emphasize on an interdisciplinary approach in middle school social studies textbooks. The publishers need to be more selective of representative, significant, and relevant facts, concepts, and generalizations about the regional areas of the world.

2. Crucial and/or controversial issues should not be ignored, neglected, nor oversimplified. Political, social, and economic issues should be presented in a more objective and comprehensive manner.

3. The style of writing in the textbooks should be more appealing and inviting.

4. There should be greater interaction and/or dialogue between publishers/authors of textbooks and those who select, evaluate, and use textbooks.

Future Studies Recommendations

1. The inclusion of teachers, students, and parents/or community leaders in the design and review process should be encouraged whenever possible.

2. The design of the study should be such that the results and the review process itself is a valuable experience in developing insights and understandings about the selection and evaluation in instructional materials.

3. Perhaps a representative from the publishers and an author (not involved in the textbooks being reviewed) might be invited to speak to the reviewers about the process of developing a textbook prior to the evaluation of the textbooks.

4. Greater effort should be made to inform teachers, administrators, and parents about these studies through conferences, meetings, printed materials, and in-service opportunities.

SUMMARY OF RECOMMENDATIONS FOR ACTION
(Fifth and Sixth Grade Books Reviewed)

Reviewer	Category	The United States Yesterday and Today Silver Burdett & Ginn, 1988 (5)**	America and Its Neighbors Holt, Rinehart & Winston, 1986 (5)	The United States, Its History and Neighbors Hartcourt, Brace Jovanovich, 1988 (5)	Western Hemisphere Yesterday and Today Silver Burdett & Ginn, 1988 (6)	Latin America and Canada Scott Foresman & Co., 1988 (6)	Heath Social Studies Latin America & Canada D.C. Heath, 1987 (6)	Latin America and Canada MacMillan Publishing Co., 1987 (6)	The World McGraw Hill Book Co., 1988 (6)
#5	Latin America					2	2	5	
#6	Canada	4	4	4	2	1		1	5
	Averages*	4	4	4	2	1.5	2	3	5

*Low average represents more favorable rating.

Recommendations:

1. Use as is.*

2. Use with minor modifications.

3. Use the materials in ways which will counteract bias and other deficiencies.

4. Redevelop the materials.

5. Do not use materials.

*It is understood that most materials need to be adjusted/modified to meet needs of particular classroom situations, i.e., type of group and developmental levels of students in groups.

**Indicates Grade level of books reviewed. Selected fifth or sixth grade books were reviewed which included a large amount of content on Canada and/or Latin America.

SUMMARY OF RECOMMENDATIONS FOR ACTION
(Seventh Grade Books)

Reviewer	Category	World Geography Allyn and Bacon, Inc., 1986	Exploring a Changing World Globe Book Company, Inc., 1988	World Geography: People and Places Merrill Publishing Company, 1989	People on Earth: A World Geography Scott Foresman and Company, 1988	The Eastern Hemisphere: Yesterday and Today Silver Burdett & Ginn, Inc. 1988
#1	Educational Soundness	3	3	3	3	2
#2	Africa	3	2	2	3	3
#3	Middle East	2	2	5	5	4
#4	Asia	4	2	4	4	3
#5	Latin America	3	3	3	4	
#6	Canada	4	1			
#7	Japan**					
	Averages*	3.2	2.5	3.4	3.8	3.0

*Low averages represents more favorable rating.

RECOMMENDATIONS:
1. Use as is. *
2. Use with minor modifications.
3. Use the materials in ways which will counteract and bias other deficiencies.
4. Redevelop the materials.
5. Do not use materials.

*It is understood that most materials need to be modified to meet needs of particular classroom situations, i.e., developmental levels of students in groups.

** Japanese reviewer preferred not to rank the books they reviewed on a numerical scale.

LIST OF TEXTBOOKS REVIEWED FOR STUDY

Seventh Grade Books

Gross, Herbert H. World Geography. Newton, Massachusetts: ALLYN AND BACON, INC., 1986.

Schwartz, Melvin and O'Connor, John R. Exploring a Changing World. New York: GLOBE BOOK COMPANY, INC., 1988.

Armstrong, David G. and Hunkins, Francis P. World Geography: People and Places. Columbus, Ohio: MERRILL PUBLISHING COMPANY, 1989.

Drummond, Dorothy W. and Drummond, Robert R. People on Earth: A World Geography. Glenview, Illinois: SCOTT FORESMAN AND COMPANY, 1988.

Cooper, Kenneth S. The Eastern Hemisphere: Yesterday and Today. Lexington, MA: SILVER BURDETT & GINN, INC., 1988.

Sixth Grade Books

Western Hemisphere Yesterday and Today. SILVER BURDETT & GINN, 1988.

Latin America and Canada. Glenview, Illinois: SCOTT FORESMAN AND COMPANY, 1988.

Latin America and Canada. D. C. HEATH, 1987.

Latin America and Canada. New York: MACMILLAN PUBLISHING COMPANY, 1987.

The World. MCGRAW HILL BOOK CO., 1988.

Fifth Grade Books

The United States Yesterday and Today SILVER BURDETT & GINN, 1988.

America and Its Neighbors HOLT, REINHART & WINSTON, 1986.

The United States, Its History and Neighbors HARTCOURT, BRACE JOVANOVICH, 1988.

LIST OF REVIEWERS FOR SEVENTH AND SIXTH GRADE SOCIAL STUDIES TEXTBOOK STUDY

#1 Grace Kachaturoff, Ph.D. — Educational Soundness/ Readability
Senior Researcher/Editor
Professor of Education
University of Michigan-Dearborn

Reviewers:

#2 John D. Metzler, Ph.D. — Africa
Assistant Professor of African Studies and Education
African Studies Center
Michigan State University

#3 John Kolars, Ph.D. — Middle East
Professor of Near Eastern Studies and Geography
Center for Near Eastern and North African Studies
University of Michigan-Ann Arbor

#4 Carol L. Waara — Asia
Michigan Institute for Teachers in Asian Studies
University of Michigan-Ann Arbor

#4 Rhoads Murphey, Ph.D. — Asia
Professor of History
Center for South and Southeast Asian Studies
University of Michigan-Ann Arbor

#4 Martin Powers, Ph.D. — Asia
Associate Professor of History of Art
University of Michigan-Ann Arbor

#5 Sallee A. Prieto — Latin America
Center or Latin American and Caribbean Studies
Michigan State University

#6 Victor Howard, Ph.D. — Canada
Professor of English
Michigan State University

#7-A	Yasushi Toriumi, Professor Tokyo University	Japan
#7-B	Shigemi Kesado, Professor Komazawa University	Japan
#7-C	L. A. Bester, Coordinator of Social, Historical, and Geographical Studies	Japan
#7-D	Atsuhiko Bekki, Professor Emeritus Rikkyo University	Japan

EVALUATIVE CRITERIA CHECKLIST

Educational Soundness/Readability

Title _____
Publisher _____
Copyright _____

Reviewer # _____

THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
- The textbook reflects contemporary research				
- The presentations are historically accurate				
- The textbook is up-to-date				
- The textbook treats controversial issues fairly				
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended				
- The textbook encourages inquiry				
- The textbook encourages decision-making				
- The textbook encourages independent study and investigation				
- The textbook encourages group work in its suggested activities				

Social Studies Textbook Study 1988

U.S. Its History and Neighbors

Title_____
Publisher_____
Copyright_____
Reviewer_____

EVALUATIVE CRITERIA (Canada)	Yes	No	Not Applicable	Comments
1. In general, the text makes clear that Canada is not a duplication or extension of the United States.				
2. If the book treats the settlement of Quebec, it also refers to the settlement of the rest of Canada				
3. The book makes clear that Canada is a bicultural society:				
a. Canada has two official languages—English and French				
b. Institutions differ in Quebec and other provinces				

	Yes	No	Not Applicable	Comments
4. Canada has been a refuge for Americans:				
a. Loyalists in the Revolution				
b. Slaves from the South				
c. Drafter resisters				
5. The book describes migration of Canadians to the U.S.:				
a. Quebeckers to New England				
b. Acadians (Cajuns) to Louisiana				
c. Second largest source of immigrants to U.S. during much of the 20th century				
6. If the book mentions the burning of Washington in the War of 1812 it describes it as retaliation for Americans burning of York (Toronto)				

	Yes	No	Not Applicable	Comments
7. Modern maps of Canada identify the provinces and territories of Canada				
8. If the book discusses modern American foreign trade, it describes the major two-way commerce between the U.S. and Canada. (Canada is the best U.S. customer and vice versa)				
9. If the book deals with American diplomacy, it acknowledges the unique relationship of the U.S. and Canada:				
a. Peaceful settlement of problems				
b. Long, undefended border				
c. Mutual defense program				
d. Easy movement of citizens across borders				
e. Cooperative ventures such as IJC and AutoPact				

	Yes	No	Not Applicable	Comments
f. Existence of serious problems:				
(1) fishing rights				
(2) acid rain				
(3) cross-national investments				
10. Canada has been a special friend:				
a. Increase of oil sales during Arab embargo				
b. Help in escape of Americans from Iran				

SOCIAL STUDIES TEXTBOOK STUDY 1988

Title: _____
Publisher: _____
Copyright: _____
Reviewer: _____

EVALUATIVE CRITERIA (Area Studies) (all areas except Canada)	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.				
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.				

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.				
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.				

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.				
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.				
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.				
B. The facts are accurate and up-to-date and not presented in misleading ways.				

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. The charts, maps and illustrations are up-to-date.				
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.				
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.				

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